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ABSTRACT

The Adult Literacy and Evaluation Research Team (also known as Project ALERT) was a project conducted by the Detroit Literacy Coalition (DLC) at Wayne State University in 1993-1994 to develop and pilot a user-friendly program model for evaluating literacy operations of community-based organizations throughout Michigan under the provisions of Section 353 of the Adult Education Act. First, background information regarding the theory of adult learning and African American attitudes toward adult learning was obtained through a literature review. Next, a three-phase questionnaire process that focused on formative outcomes was conducted to arrive at the final evaluation instrument, which was pretested and determined to be impartial, multiculturally sensitive, cost efficient, user friendly, and nonthreatening. The evaluation instrument is slated to undergo extensive testing in volunteer literacy programs throughout Michigan, including in programs in rural and culturally diverse locations. (Eighteen figures and 26 references are included. Nine appendixes constituting approximately 60% of this document contain the following: glossary; adult literacy program instruments; model indicators; DLC policy statement, overview, board of directors, mission profile, and services and primary goals; profile of literacy providers contacted; and Project ALERT timelines.) (MN)

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EVALUATION IN ADULT LITERACY RESEARCH

Project ALERT

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Detroit Literacy Coalition

EVALUATION

IN

ADULT LITERACY RESEARCH

Project *ALERT*

Daphne Williams Ntiri
Editor & Project Director

EVALUATION

IN

ADULT LITERACY RESEARCH

Project *ALERT*

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EVALUATION

IN

ADULT LITERACY RESEARCH

Project *ALERT*

Evaluation in Adult Literacy Research is the result of an Adult Literacy and Evaluation Research Team (**Project *ALERT***) conducted by the Detroit Literacy Coalition at Wayne State University during 1993/94. The project was funded by the Michigan Department of Education, Office of Adult Extended Learning, Lansing, Michigan. Daphne W. Ntiri, Associate Professor of Social Sciences, Interdisciplinary Studies Program, Wayne State University, who directed this project, is also a State literacy facilitator and the Director of the Detroit Literacy Coalition, a community-based organization in the Detroit metro area. This organization meets the needs of at-risk Detroiters through the collaborative networking of its fifteen member local agencies. Dr. Ntiri has written extensively on Adult Education/ Literacy in the Third World and is presently formulating research strategies to advance long-term professional education through the newly created Council for Excellence in Adult Learning (**CEAL**), Wayne State University, which she directs.

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Members of the Advisory Board met and discussed the progress of the project on a quarterly basis during the course of the year for content and appropriateness and to give careful consideration to meeting the state statute. The Director and staff would like to acknowledge the critical support of the Board in this significant undertaking.

The DLC Statement of Purpose

The purpose of the Detroit Literacy Coalition (DLC) is to promote the total eradication of illiteracy in our community and to advance the cause of reading and writing both for work and pleasure. The DLC is committed to improving the quality of life of every Michigan citizen and resident by ensuring that increased access to basic education is available to those deprived or those who for some reason or other missed out on early educational opportunities. Its central tenet is that total literacy is fundamental to the well-being of Detroit society.

Program Mission

With the absence of a sound, scientific and viable instrument to measure effectiveness of statewide volunteer adult literacy programs, **Project *ALERT*** embarked on the first of a two-part series of an evaluation model plan to address program evaluation needs. The object was to create a user-friendly evaluation model that can be applied statewide to volunteer literacy programs.

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To the Reader

The rapid and staggering rate of change, the unprecedented developments and shifts in the global structure and economy, the shaping of a new vision to promote the public good, particularly in areas of public education and welfare reforms, and the diligence in planning for improved workforce preparation are signals of a transformative era in United States history. While technology is putting increasing demands on the workforce in terms of skill requirements, national survey results such as the National Adult Literacy Survey (NALS) repeatedly show inexcusable deficits in proficiency levels of the adult workers. It is evident that today, more than ever, United States workers have to meet performance standards higher than those they have ever dealt with before. These realities call into question an educational system that perpetuates mediocrity and marginalizes significant segments of the population. The failures of public education are starkly exposed, and with this exposure come measures to attempt to correct the imbalance and inequality.

In the process of re-evaluating, supplemental opportunities for addressing deficient adult performances are made available in local community-based literacy programs that are flourishing around the country. Additionally, concerted efforts at increasing collaborative partnerships between the public and private sectors to attack the problem of illiteracy have activated a cycle of interest and sentiment about the need for outright eradication of such a malady in a first-world superpower nation like the United States.

The 1990 census reports that 25.5 million adult Americans are barely ready with reading and writing skills to be active producers and contributors to the workforce. This statement gets even greater endorsement from the NALS report (1993/4), which, as a result of its assessment of literacy proficiencies of U.S. adult populations, sent shock waves to the nation. The report reveals that 90 million Americans are deficient in the required proficiency levels needed for effective functioning in this society. Factors to explain this phenomenon include a strong immigrant presence from Third World societies, lack of high school completion, and issues related to physical, mental, age and health conditions.

Adult literacy matters have fallen into the hands of both the public and private sectors. Where the schools have failed, private industry plays a part and so do local community-based organizations. These organizations have addressed this problem through various literacy programs that utilize proven and effective methodologies to reduce basic skill deficits. Since high-wage jobs for people with low skills and low educational levels are on the decline, achieving greater mobility means that people with lower skills may never access a job, or if retrenched, will stay out of work longer. In this regard, the major domestic policy initiatives have articulated a strong need to create better employment opportunities and equip adults with skills needed to enhance national prosperity and face global competitiveness.

Assessment needs, performance standards, patterns of delivery, populations, staff training and learner impact are all critical elements of a plan or strategy to improve adult literacy services. With the proliferation of community-based organizations in literacy education, adult literacy program evaluation that can generate measurable, quantifiable data to ensure program success is in demand. In Michigan there is an absence of a tool or mechanism to measure program effectiveness of volunteer adult lit-

eracy programs. This is, in effect, the reason for the **Adult Literacy and Evaluation Research Team (Project *ALERT*)**. With a focus on formative, not summative outcomes, the questionnaire process went through three phases before arriving at the desired instrument that was used to collect the data (see Appendix - Phase I, II, III). The final instrument has been pretested and is designed to be impartial, multiculturally sensitive, cost-efficient, user-friendly, and nonthreatening. Subsequent steps will include extensive testing of the instrument in volunteer literacy programs around the state, including those in rural and culturally diverse locations. Such data output will have significance for administrators and stakeholders in the field.

The object of the evaluation instrument of **Project *ALERT*** is not to create a tool for critical analysis and personal assessment, but to acquire objective data to achieve and exceed overall adult literacy program goals.

It is hoped that the experience will provide readers, administrators and researchers with opportunities for accountability in adult literacy programming and a basis for monitoring quality and effectiveness within a proven framework.

Daphne Williams Ntiri
Editor & Project Director

PREFACE

The **MICHIGAN STATE DEPARTMENT OF EDUCATION, OFFICE OF ADULT EXTENDED LEARNING SERVICES** contracted with the **DETROIT LITERACY COALITION (DLC)** to develop and pilot a program evaluation model that can be applied to literacy operations of community-based organizations state-wide under the provisions of Section 353 of the Adult Education Act. Officially titled **Community-Based Literacy Organization Program Evaluation**, the project assumed a new name during the course of the research: **Adult Literacy and Research Evaluation Team (*ALERT*)**. Because there are several other adult literacy non-profit agencies in the area with a vital interest in the project, and because DLC is the key community-based Adult Education organization in the city the DLC's access to research and experimentation was significantly enhanced.

The Detroit Literacy Coalition is a nine year old 501(c)3 organization that works with key literacy non-profit organizations in Detroit to bring about collective change and eradicate illiteracy. The DLC's network of services includes: grants support, staff training and development, technical assistance in adult literacy resource development and leadership programs. It serves hundreds of metropolitan Detroiters at various levels of functional illiteracy. The DLC works with over sixteen direct literacy providers including the City of Detroit, the Detroit Public Library, the Detroit Public Schools/Adult Education Department, the Archdiocese-supported Dominican Literacy Project, Literacy Volunteers of America, AKA Reading programs, Wayne State University, Wayne County Community College, Highland Park Community College and various churches, corporations and businesses. The DLC gives special attention to sheltered and disabled populations such as seniors and the deaf. A successfully implemented DEAF OPTIONS program in 1991 contributed to the improvement of literacy education among the deaf.

The organization meets the needs of at-risk Detroiters through the collaborative efforts of its members and through the over 1,000 volunteers who serve as instructors, tutors and helpers. The Detroit population includes an estimated 200,000 functional illiterates. Family and intergenerational illiteracy is most common. Other affected populations include teenage mothers who contribute to the growth of family illiteracy in significant numbers; the economically depressed who have been denied or have denied themselves the opportunities for a sound education; the physically and emotionally challenged who have not always been situated to benefit from special education services; masses of dislocated workers suffering from recent shifts in global trade and technology.

The DLC holds community activities such as the Literacy Summit that assembled literacy providers, and supporters to discuss and review the problem of illiteracy in this society and an Annual Walk-A-Thon that promotes community consciousness about of illiteracy in our communities. The DLC hosted the 1992 Annual State Literacy Conference that brought over 200 state practitioners and theorists together to discuss issues and map new trends in Literacy and Adult Education.

I. INTRODUCTION

I.i. Program Goals

1) To develop a user-friendly program evaluation process based on the US Department of Education framework, ***Model Indicators of Program Quality for Adult Education Program***.
2) To pilot test the evaluation tools developed for use by community-based organizations.
3) To record, interpret and evaluate the results collected.
4) To begin to develop, a training manual on the program evaluation process.
5) To train program coordinators and other interested practitioners in the program evaluation process.
6) To publish and disseminate the evaluation results statewide.

The Setting

According to the US Department of Education, one in five American adults is functionally illiterate. This is 20% of the total adult population in this country. In recent months, researchers from the Clinton administration revealed that these numbers are now considerably higher and still growing. At last count, nearly 40% of American adults are marginally literate. The Department of Education also reports that Michigan ranks 25th among all states in its rate of illiteracy. The ***Michigan State Policy Data Book*** (1987) reports that Michigan ranks 31st among all states in its high school graduation rate.

In Detroit, according to the 1990 census, there are over 200,000 residents who do not have high school diplomas and an additional 73,580 who have not completed nine years of schooling. Even more disturbing is the fact that conservative estimates reveal that 12% of the adult population in Detroit or 105,545 people have not attained a fourth grade level of education. For these individuals, the social and psychological cost of illiteracy is very high. Further, the costs incurred as a result of illiteracy on the local, state and national level continue to be enormous.

I.ii. Program Management

The grant award was from January 31,1993 to April 1, 1994.

Project *ALERT* was directed by:

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I.iii. Limitations

The key variables in determining the success of literacy programs in the city are students and tutors. It is for this reason that prime importance has been given in this study to student/tutor input.

Given the limited timeframe for the project and the size of staff to conduct this study, several limitations presented themselves. Some of these helped shape the kind of data collected. Others related to the ability of researchers to create relationships and work with the various literacy site staff towards achieving the intended goals. Others were more specific:

1) Because the study was field-based, frequent revision of the instrument necessitated a new pool of respondents. The first set of respondents for the preliminary instrument from he Literacy Volunteers of America and the Dominican Literacy Project had included tutees at the lower level of the functional literacy spectrum. In the end, the information upon which the analysis is based is culled from responses from only one center, the Detroit Public School/Adult Basic Education—Harrison Adult Education Center. The respondents needed to be GED students with at least a fourth to fifth grade level. The final instrument was self administered.

2) Generalizations based on the data have to take into consideration the fact that only one center's data has been used. The questions asked provided the types of answers received. These generalizations cannot be applied universally, and decisions based on this data should be avoided. The intent is to provide an example that generates ideas for self evaluation.

3) It was sometimes difficult to get literacy centers to participate in the *ALERT* evaluation study because of concerns for the tutees. Tutees who lacked the ability to read were intimidated by an interview process and did not want to surrender their anonymity. They therefore did not answer the questions honestly on an interview schedule. We were therefore left with one choice - make the instrument simple and leave it anonymous.

4) Variations in literacy programs around the city make standardization of the evaluation model difficult.

5) There were only two self-administered administrator responses. This number was scientifically inadequate and did not offer much by way of validity and reliability and were therefore eliminated.

6) Open-ended questions had to be done away with as the scientific validity was questioned. Open-ended answers often tend to be subjected to the interviewers' interpretations with many redundancies and irrelevancies.

7) The final instrument had the same essence as the first. An attempt was made to have no gray areas.

I.iv. Purpose of Evaluation

The burgeoning literature on the theory and practice of evaluation has made the field both more exciting and more difficult. Adult literacy program evaluation has been put in context. The key elements of this context are personal (academic achievement and quality of life), programmatic (program structure and program content), and external (context-based and financial) (Padak & Padak, 1991). The onus of responsibility for

reviewing and selecting pertinent literature rests on the researcher in this process. What is of overall importance to us is two-fold: 1) evaluation that takes into consideration multicultural contexts i.e., emphasizes social problem-solving and scientific "rigor" 2) the need for theories that stress usefulness, timeliness and adaptability to the needs of policy makers intent upon improving educational programs (Guba & Lincoln, 1981). There is widespread sentiment among the major adult literacy stakeholders about the need for quantifiable data.

In Detroit, there are fifteen or more direct literacy providers and over 1,000 volunteer literacy tutors who work to help the city's high "at-risk" populations. Outside of the regular curriculum assessment procedures, however, no standard evaluation instrument has been developed. As Brookfield noted, "the reality is that pressures of time and money often militate against conducting systematic evaluations (Brookfield, 261). This is true in Detroit. The interview process has revealed how much administrators dread the cost and time involved in program evaluation. In light of the new federal and state funding opportunities for community-based organizations, it is extremely important to develop and pilot a viable program evaluation mechanism.

The proposed *ALERT* instrument being constructed is designed with the assumption that "evaluation is not to prove, but to improve." While evaluation can cause alarm, it is a necessary evil. In educational circles, evaluation as a feedback mechanism is the only effective way to learn a program's strengths and weaknesses. Evaluation in this case does not mean personal evaluation administered by program directors. Program administrators, clerical workers and tutors are leery of evaluation implemented by program stakeholders. Their objection is generally based on the fear that they might find themselves in a vacuum of critical analysis and personal assessment. Brookfield denounces personal evaluations stressing that, "such observations are inevitably open to accusations of distortion, subjectivity and personal bias" (Brookfield, 261).

The intent of the *ALERT* model is to focus on formative, not summative, outcomes. The *ALERT* model will strive to establish a viable process that is readily adaptable to other programs. The model is designed to be impartial, multiculturally sensitive, cost efficient, user-friendly and non-threatening. According to Renee S. Lerche, the author of Effective Adult Literacy Programs, "Success may be measured strictly by concrete and quantifiable data... the numbers required by funding agencies. Yet, many programs are frustrated by the fact that success means more than what such concrete data can demonstrate; whether these are difficulties in documentation, these programs want to measure and report on the achievements of the goals of the program and the students" (Lerche, 173).

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Brookfield, S. (1991). *Understanding and facilitating adult learning.* San Francisco: Jossey-Bass.

Guba, E., & Lincoln, Y. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches.* San Francisco: Jossey-Bass.

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Padak, N., & Padak, G.M. (1991). "What works: Adult literacy program evaluation." *Journal of Reading, 34*(5), 374-379.

II. REVIEW OF THE LITERATURE

Illiteracy is a major problem in the United States and throughout the world. The Detroit area alone has an estimated 200,000 individuals who are considered illiterate. The problem is particularly acute among Detroit's black population. Inner-city populations have graduation rates that are usually far less than that of suburban whites. However, nationally, even whites are experiencing lower test scores on SAT exams (Hacker, 1991, p. 143).

These concerns are not only reflected among our K-12 school population, but the US also has many working and non-working adult functional illiterates as well. These uneducated adults can be found in rural, urban, and suburban America. Similarly, the problem crosses racial lines.

Educational attainment for adults appears to be on a steady decline.

According to demographers, educational attainment for adults appears to be on a steady decline. For example, the number of persons aged 25-35 who completed high school has for the most part declined between the years 1980 and 1989. Closer examination of this study demonstrated that during these same years African Americans appear to have remained steady at 82.2%. However, while this rate may appear to be good, the fact is that the overwhelming evidence maintains that no substantial increase has occurred during or after the period. This is a sad fact, considering that these numbers are inconsistent with the 10% increasing rate for the decades since 1940. In 1940 black educational attainment was only 12.3% and grew to 82.2% by 1980.

The educational attainment of white populations in the US actually fell from 89.8% to closer to 89% during the same decade of 1989-1989 (Hacker, p. 234). These figures reveal that an adequate level of adult literacy in the US is, in many instances, becoming harder to attain. These decreasing trends must be explored.

Many of the social problems that affect our communities can be linked to America's illiteracy problems. These problems include teenage pregnancy, teenage suicide, violent crimes, infant mortality, unemployment, and community decay. Several studies have revealed a direct or indirect correlation of these ills with illiteracy.

Literacy is best defined as it has been by the National Literacy Act of 1991 as "an individual's ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals and develop one's knowledge and potential."

ADULT LEARNING: THE THEORY BEHIND THE PRINCIPLES IN PRACTICE

There are many differences between the learning styles of adults and the learning styles of children. When adults learn, they find themselves engaged in a passionate and creative, but challenging, activity. The major difference between teaching adults and teaching children is that adults can bring a great deal of experience to a learning situation. Unlike children, whether they are literate or considered illiterate, most adults can contribute to a learning setting with a host of ideas, beliefs, values, job experiences, cultural expressions and community or social norms. By contrast, traditional learning institutions, where most chil-

dren are educated, rely heavily on the direction and experience of the teacher alone.

It must be noted, then, that the teaching-learning style for adults is far more complex and multifaceted than it is for children. When educating adults, the facilitator must consider all of the following concepts. First, because both the teacher and the student are adults, there must be a demonstration of mutual respect. Second, discussions should be freely and voluntarily exchanged. Third, in making assignments, the wise educator of adults will leave room for negotiation, collaboration, and praxis. Fourth, it is good practice to try to make links between the learners' experiences and the topic being studied. Last, never assume that simply because a person is an adult in a classroom, that he or she is literate or that learning will automatically occur.

The wise educator of adults will leave room for negotiation, collaboration, and praxis.

Stephen D. Brookfield, one of the best-known authorities on adult learning, has developed six principles of effective practice in facilitating adult learning. He notes, however, that these principles "apply chiefly to teaching-learning transactions or to curriculum development and instructional design activities that support teaching-learning encounters and not to marketing, budgetary, or administrative tasks" (Brookfield, p. 9).

These principles may be applied to many of the volunteer adult literacy programs across this nation.

Principle 1—Participation in learning is voluntary. Adults usually engage in learning of their own volition. The circumstances may be related to one's personal situation, such as a job, divorce, bereavement, a lay-off, or to enrich promotional opportunities, but the decision to learn is up to the individual.

Principle 2—Participants should have respect for each other as well as for the facilitator. Likewise, the facilitator must have equal respect for the students. Effective practice is more likely when all participants have an increased sense of self-worth. Criticism that results in unfavorable conduct by the student should be limited. Positive criticism is welcome; however, it should lead to the student having a positive attitude and feeling of self-worth.

Principle 3—The facilitator and the learners should engage in a cooperative enterprise, a collaboration that allows different persons at different times, for different purposes, to exchange leadership roles. This includes collaboration during group discussions and in assignments. This collaboration should be a diagnosis of the needs in the setting of goals and objectives, in curriculum, and in method. It should also be consistent so that the group's process involves a continual renegotiation of activities.

Principle 4—Praxis, as Brookfield put it, exists when "learners and facilitators are involved in a continual process of activity, reflection upon activity, collaborative analysis of activity, new activity ... and so on" (Brookfield, p. 10). More simply stated, in adult learning, praxis must be placed at the heart of effective facilitation. The process should include continuous interaction between participants and educators to explore, investigate, and reflect until they meet their objectives.

Principle 5—One must recognize that in facilitating adult learning, the aim is to foster one's spirit of self-critical reflection. In other words, adult learners respond to settings where their values, beliefs, behaviors, and ideologies are culturally transmitted and they are provisional and relative. The facilitator should present alternative interpretations of the subject matter. When this style is incorporated, the learners are being educated as opposed to being trained.

Adults should see themselves as proactive, initiating individuals engaged in an ongoing recreation of their personal relationships, work worlds, and social circumstances ...

Principle 6—This is the means by which the educator allows the nurturing of self-directed study and empowerment. When such style is utilized, adults should see themselves as proactive, initiating individuals engaged in an ongoing re-creation of their personal relationships, work worlds, and social circumstances, rather than just being reactive traditional students. To better explain this principle, J.R. Kidd in *How Adults Learn*, writes, "It has often been said that the purpose of adult education or of any kind of education, is to make the subject a continuing 'inner-directed' self-operating learner" (Kidd, p. 47).

In reviewing Brookfield's six principles of effectiveness in facilitating adult education, it is important to remember that adults and children learn at different paces, and adults respond better to autonomy and empowerment methods. The atmosphere of learning should be one of mutual respect between participants and facilitator/instructor because teaching-learning transactions are complex and multifaceted. Therefore, in order to ensure that the learning styles are self-directed, motivationally oriented, and that they incorporate different cognitive activities, the facilitator must apply all the principles.

The evaluator must have a general understanding of the principles surrounding educating illiterate adults before he/she can do a good job. He/she should realize what the typical literacy learning centers are providing, the type of training and knowledge selected tutors should possess, and the nature of adult learners who participate in literacy programs. Brookfield stresses that "many studies have focused on investigating specific variables such as sex, age, race, or educational attainment and their correlation to participation in formal education" (Brookfield, p. 5). Ethnic background, economic status and level of employment are also factors that must be considered.

Brookfield has devoted a great deal of time to the subject of evaluation, and he has drawn a correlation between the principles in practice and the methods implemented in evaluation procedures. He stresses, "In terms of a general concept of evaluation, I think the emphasis on the value-judgmental aspect of evaluation is the most fruitful" (Brookfield, p. 263). He further emphasizes that "it is particularly important to distinguish evaluation from assessment (p. 263). Assessment, according to Brookfield, is a "value-free" ascertainment of the extent to which objectives determined at the outset of a program have been attained by particular parts (264).

Interestingly, the emphasis on the value basis of evaluation contained in the work of scholars such as Scriven, Stuffelbean, and Steele, parallels the insistence of educators such as Petters (1965), Lawson (1979), and Paterson (1979), that activities can only be considered properly educational if what is taught and learned is regarded as worthwhile (Brookfield, p. 264).

"Since educational objectives are essentially changes in human beings ... then evaluation is the process for determining the degree to which these changes in behavior are actually taking place."

Brookfield calls Ralph Tyler the most influential writer in the field of evaluating adult learning. Tyler (1949) states, "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized." He adds, "Since educational objectives are essentially changes in human beings ... then evaluation is the process for determining the degree to which these changes in behavior are actually taking

place" (Tyler, p. 106).

Groteluеschen (1980) provides a more recent perspective; he states: "Any evaluative framework adopted by educators should be compatible with democratic and naturalistic approaches" (Groteluеschen, p. 274). Many other theorists on this subject have similar views. For example, Glass and Wortheir (1971) point to the confusing use of evaluative terms such as research, assessment, measurement, evaluation and accountability. These terms should be separated from one another since the meaning we attach to words influences what we do (Wortheir, p. 3).

THE AFRICAN AMERICAN ATTITUDE TOWARD ADULT LEARNING: WHY BLACKS DROP OUT

With this understanding of Brookfield's six basic principles in facilitating adult learning, let us now explore some of the reasons behind the high dropout rates of African Americans in adult education. In his book, *Understanding and Facilitating Adult Learning*, Brookfield notes: "In terms of constructing a profile of the 'typical' adult learner in formally organized education, the surveys of literature conducted by Cross (1981), Shiopp and Mckenzie (1981), Graham (1983) and others, exhibit a remarkable congruence in their conclusion that the typical adult learner is a relatively affluent, well-educated, white, middle-class individual" (Brookfield, p. 5). Hence, it appears that most of the studies, surveys, and evaluation processes that have been in place in recent years have not included African Americans or other minorities. Severely overlooked and under-represented, according to many scholars, are the elderly, people who fail to graduate from high school, and those with annual incomes under $10,000. It is easy to conclude that a sizeable percentage of adult African Americans might fit some of these descriptions. They have not only been denied an opportunity to learn (that is, learning based on an Afrocentric historic perspective), but are also not considered in many of the so-called studies designed to combat adult illiteracy.

What this reveals is that, for the most part, white facilitators of adult literacy programs across this nation are somewhat ignorant of the successes, needs, trends, concerns, and insecurities of blacks who seek a second chance to be educated. All over this nation the empirical accuracy of studies and cognitive generalizations about blacks in adult learning should be highly questioned. This is so because very few studies even include minorities and the successes and problems that they encounter. On this, Brookfield writes: "In research into adult learning, moreover, the adults who form the sampling frames are for the most part ethnically homogeneous; that is, they are Caucasian American." He adds, "To base a comprehensive theory of adult learning on observations of white, middle-class Americans in continuing or extension education classes in the post-Second World War era is conceptually and empirically naive" (Brookfield, p. 32).

Now, before one can ask the question, "Why do black adult learners drop out in such alarming rates from second-chance programs?", an attempt should be made to gain an understanding of the history of black achievement in light of the abysmally low educational opportunities available to blacks.

> ***"Educate the black man mentally and industrially, and there will be no doubt of his prosperity."***

Booker T. Washington, one of America's most influential black fighters for equal education among the races, said in a speech before the National Education Association in 1884, "Let there be in a community a negro who by virtue of his superior knowledge is self reliant." He then stated that "The white man can come to the black

man to learn." And, "Educate the black man mentally and industrially, and there will be no doubt of his prosperity" (Franklin & Moss, 1988, p. 247).

Why did Washington have to say this? Since he remembered his own struggles to achieve literacy, and recognized that African Americans had achieved numerous accomplishments, even when they were not given a fair chance to learn, Washington recognized that without education the black masses could never compete with whites in terms of self-preservation and ethnic prosperity. His work helped set the tone for later laws to be enacted, such as the Brown vs. Board of Education decision.

The point here, then, is not to highlight the amazing accomplishments of blacks during or before the Brown vs. Board of Education decision, but to set a tone for the following argument that many blacks simply believe, as their forefathers did, that they can survive without formal learning. Therefore, when black adults register in second-chance educational programs, if they do not feel accommodated within the six principles that Brookfield recommends, they feel rejected, disrespected, and embarrassed. To address the psychosociological well-being of adult learners, it is very important, as Brookfield and other scholars have noted, that adult learners be made to feel involved, be respected, be self-directed, and learn based on their own social, historical, cultural, and job-related norms. In many of the inner-city adult learning facilities, because of the standards and teacher-learner styles utilized within the same "naive" models, we can assume that adult blacks are not getting the type of education that meets their Afrocentric needs. In other words, any lack in providing black adult learners information based on their "real world" or cultural and ethnic reality, is insensitive, and can lead to the learner developing a low self-esteem. As a result, the learner will either drop out or be present in body but not in mind.

On this, Brookfield states: "The voluntary nature of participation by adult learners also means that such participation can easily be withdrawn if learners feel that the activity does not meet their needs, does not make any particular sense, or is conducted at a level that is incomprehensible to them" He adds: "Curricular themes for examination and topics to be discussed have to be grounded in adults' experiences, or at the very least there must be explicit connections made between unfamiliar concepts of bodies of knowledge and the current preoccupations or past experiences of learners" (Brookfield, p. 12).

Many inner-city adult learners, particularly blacks, have expressed that they feel that facilitators and teachers are arrogant, or present an "I got mine, you have to get yours" attitude when dealing with minorities. This type of attitude makes learners feel unappreciated and inadequate. They then resort to an old black subconscious psyche that tells them, "If my great-grandmother made it without education, so can I." This stance justifies leaving the classroom, because the setting is degrading to them. These assertions are not to suggest that formal teaching practices or general education models are not needed in black adult learning settings. Not at all. It is quite apparent that conditions in the black community bear witness to their need. However, the curricula chosen, the teaching styles used, and the interactions between participants and educators must be respectful and meet the needs and learning levels of the students. Therefore, it is essential that teachers apply the general educational requirements sensitively to adult learners' job-world pressures, cultural-social realities and family concerns.

Another major concern outlined in a study entitled "Blacks in College" by Jacqueline Fleming suggests that "the majority of black college seniors showed signs of 'intellectual stagnation, and frustrated academic drives,' due to the school's administration of Eurocentric curriculums" (Hacker, 1991, p. 148). However, Fleming's study also demonstrated that, by and large, black

students do better in black educational environments where the curriculum and extracurricular activity are more self-racially centered. She also found that when students are allowed to learn in a self-identifying setting, they "graduate with fewer feelings of resentment or emotional strain" (Hacker, p. 155).

Retention, then, in adult literacy programs is a major concern to national, state and local education administrators. As noted, aside from the difference in the principles of effectiveness and teaching styles used, many social and personal problems are to blame. These problems include limited transportation, employment conflicts, teenage pregnancy, baby-sitting concerns, and mothering conflicts. Other reasons related to retention are captured below:

WHY AN ADULT LEARNER DROPS OUT

1. Feels "dumb," inadequate (low self-esteem)
2. Cannot keep up with class (not assessed—class moves too fast)
3. Has had negative experiences in school, which creates anxiety
4. Has medical problems
5. Works long hours; shift changes
6. Has transportation problems
7. Is bored in class
8. Cannot afford school (cost of gas, textbooks, tuition, etc.)
9. Has unrealistic expectations (expects to achieve a great deal in too little time)
10. Cannot make long-term commitments
11. Lacks study skills
12. Has family obligations and family conflicts
13. Lacks basic skills
14. Lacks maturity

Reprinted: *Teacher's Guide to Steck-Vaughn's Adult Reading Program.*

Another concern to guard against when dealing with African American adult literacy, is to make sure not to over-impose traditional pedagogy styles.

Another concern to guard against when dealing with African American adult literacy, is to make sure not to over-impose traditional pedagogy styles. Paulo Friere has developed some appropriate andragogical teaching styles in his native country of Brazil. This Freireian model is now being used by many of the world's adult literacy facilitators as well. He promoted andragogy models over pedagogy models when working with adults because the former allows for lifelong learning, self-directive learning, praxis, and performance-centered styles as part of the learning process. As Brookfield stated about the Freireian theory: "In developing these skills, learners would gradually become aware of forces and structures that were keeping them in a position of dependence. Likewise, traditionally, lower income blacks are very dependent on government funding in order to survive or better themselves; therefore, Freire's ideas of andragogy teaching styles would best serve the American adult as well." It must be added that the andragogical teaching style was not invented by Freire, but his work with this model has enabled other scholars to see its effectiveness in settings where illiteracy of adults was at catastrophic levels.

"In developing these skills, learners would gradually become aware of forces and structures that were keeping them in a position of dependence."

Andragogy is an adult learning model, and it can best be defined as the art and science of helping adults learn. Lifelong learning and interdisciplinary models work hand-in-hand with andragogy models and therefore should more adequately effect the learner's level of achievement. The combination of these models, then, should enable the learner to grow into educational maturity and move from a mode of dependency to independence.

In any case, the andragogical facilitator carries the assumption that as individuals mature they bring with them to the classroom a host of internal and external experiences that can be utilized to foster organized subject matter competency. Second, their readiness to learn becomes increasingly oriented to the developmental tasks of social roles. Last, it suggests that their time perspective changes from one of postponed application of knowledge to the reward founded in the application of immediate attained knowledge.

In conclusion, African Americans' can best learn when facilitators, teachers, and their peers recognize that, first and foremost, a certain degree of respect must be given to all the participants involved, that the teaching style involves the incorporation of ideas centered around the students' "real world" activities, and that the models used are more centered around andragogy, lifelong learning, and interdisciplinary styles of teaching. With all of these factors in place, the retention rates of adult learners will increase, and the end result will be that they grow from a level of dependence to independence.

PUTTING ADULT LITERACY IN PERSPECTIVE

It is clear that illiteracy is a growing concern the world over. But more important is the fact that the US has some of the lowest levels of literacy among its population when compared with the ten largest industrialized nations. Adults in general, and African Americans in particular, have a very high illiteracy rate. The known statistics of undereducated adults in American society

are staggering. According to the 1970 census, over 57 million Americans aged 16 and over were not enrolled in school and did not have a high school diploma or GED. Sadly, the heaviest concentration of adults without a high school diploma are those forty-five years of age or older. Numbers of males and females are fairly even, but members of minority groups are more likely to be undereducated than whites. This nation's economic future in many ways may greatly depend on these individuals.

This review has summarized the theories behind facilitating adult learning. In short, Brookfield's six principles were discussed: voluntary participation, mutual respect, collaborative spirit, action and reaction methods or praxis, critical reflection, and self-directive learning. It was also concluded that consideration and understanding of the basic differences between children and adult learners are critical when developing meaningful analysis of the educational experience of mature learners. Equally important, the components of andragogy and lifelong learning models should be utilized when facilitating adult learning. The most important concept, then, is that the adult receive constant encouragement and motivation, but is also allowed to perform independently and with an assured sense of self-direction and self-worth.

Last, we recognize that minorities have some of the highest dropout rates among learners. In the case of adults, it was concluded that teaching style, self-identifying curriculums and positive reinforcement are the best tools to combat these concerns. Regardless of age, sex or race of adult learners, these steps should be enacted to assure that a higher level of literacy is achieved.

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III. METHODOLOGY

For pilot testing the instrument, several centers were contacted from a list of Literacy Centers. Three administrator, nine student, and nine tutor instruments were returned from the Dominican Literacy Center and Literacy Volunteers of America. Simple statistical analyses such as descriptive frequencies and cross tabulation were done on the limited responses received. Although nothing meaningful could be interpreted from these statistics because of the size of the data, it helped a great deal in revising the instruments. The student and tutor instruments were reduced to 20 questions. The items in both the tutee and tutor instruments sought information on the same issues but from a different perspective. This was especially done to cross-validate the responses and find areas of differences in opinion.

The administrator instrument was not tested and modified as the concerned center's needs or evaluating criteria are not known. Moreover the number of returns was too small for any meaningful validation or interpretation, hence they could be modified as required. The administrator-responded instruments are attached to the report as appendices.

The revised Student and Tutor instruments were pilot tested again at the Literacy Project of Harris School (3700 Pulford, Detroit, Michigan 48207). Forty-seven (47) students and fifteen (15) tutor questionnaires were received by Jan. 25, 1994. This was treated as the cutoff date for the responses to be included in the analysis. One student and two tutor questionnaires which were received on Jan. 31, 1994 were not included in the analysis but they are attached as appendices.

Before any intended statistical procedures were done, the student and tutor instruments were tested for reliability. The number of variables included in the study were 19 for each of the instruments and the number of cases processed were 47 and 15 respectively. **Cronbach Alpha** for the student's instrument came out as 0.6725, and for tutor's 0.7095. Both the instruments are reliable and can be used in future for data collection.

The student and tutor data from same or different institution(s) can be compared using cross tabulation procedure. The responses in each variable can be given graphical representation using any graphical package available. Other statistical procedures could be applied depending on the size of data and the need for it.

The data on hand was small and from only one institution. The statistical procedure used was cross tabulation to compare the responses of students and the tutors. **Cricket graph** package was used to give graphical representation to the data.

Since the activities in the literacy program are student-centered, the instruments were designed to extract relevant information about student needs, keeping in mind the needs of the students who are usually enrolled in the program. The literacy range of the students at the Literacy Project of Harris High School is from illiterate to school dropouts. Seventy percent (70%) of the students enrolled at the Harris High School program were seeking GED and thirty percent (30%) were enrolled for the purpose of self improvement.

The main purpose of this study is to help the administrators in the *self-evaluation* of their center. Demographic questions were purposely eliminated from these instruments, but they can be included by the center if required. The analysis presented here is not to evaluate the student or tutor responses, but to help shape a tool for self-evaluation. The data collection instruments were designed for the Administrators, Tutors and Tutees. The administrator instru-

ment included 72 questions, 17 of them open-ended. The instrument for the tutors and tutees included 47 and 50 questions, respectively, with 8 from the tutees and 10 from the tutors being open-ended.

IV. PROGRAM FINDINGS

Enrollment in the Program: Among the 47 student respondents, 67.47% were in the program for less than six months, 6.51% were enrolled for a period of 6 to 12 months, 4.3% were in the program for 12 to 18 months, 8.71% were in the program fro 18 to 24 months, 8.71% were in the program for more than 2 years. The pie chart shows the percentage of student enrollment for the entire sample (Figure 1). Similarly, it is noted that 58.5% of the teaching staff has been associated with the center for more than 2 years, 29.4% of the staff has a service of one to two years, and 11.8% of them are recent associates with less than 6 months to their credit. Figure 2) represents this sample.

Media as a Source of Information: As shown in Figure 3, 45% of the students and 43.3% of the tutors have the opinion that word-of-mouth is the best source of information about the program. Second best are Poster/flyers and the category of Others. Referral is the third best source. Radio/TV is the least informative source of information for both the students and the tutor samples. Only 3.8% of students and 6.7% of the tutors chose Radio/TV as a source of information.

Student Goals for Admission to the Program: More than 56% of the teachers and 44.7% of the students have the opinion that independent living, i.e., trying to avoid dependence on others in daily life is their major reason. The second major reason for joining the program is to explore employment opportunity. In this category 36.2% of the students and 31.3 % of the tutors share their thinking (Figure 4).

Supply of Instructional Materials to Students and Tutors: About 94% of the students and 82% of the tutors share the opinion that the supply of instructional material is from good to a great extent. The rest of them think that the supply is moderate to little (Figure 5).

Student Absenteeism: About 31% of the students indicated that they are absent less than 2 times in a month; 50% of the tutors share this opinion. About 29% of the students and 12.5% of the tutors think that students are absent between 2 to 3 times in a month. About 18% of the students and 18.8% of the tutors say that students are absent 4 to 5 times in a month. About 22% of the students and 18.8% of the tutors say the students are absent more than 6 times in a week (Figure 6).

Interaction Between Students: More than 89% of the students at the center agree that interaction between students is between good and to a great extent, and nearly 87% of the tutors agree with the opinions of the students in the same categories (Figure 7).

Extent of Instructor's Role in Students' Goal Achievement: In this category the tutors seem to be humble in recognizing their contribution in student's goal achievement. About 30% students are in the category of great extent, and about 30% tutors are in the category of good extent in recognizing the contribution of tutors in students' goal achievement (Figure 8).

Counseling Assistance by the Institution: More than 76% of the students and more than 81% of the tutors share the opinion that counseling assistance offered by the institution is between good and to a great extent. The rest of the respondents think it is between moderate and little extent (Figure 9).

Time for Assignments: More than 65% of the students answered that they had good enough to a great extent of time to work on the assignments given to them by their tutors. On the other hand only 47% of the tutors agreed with the students' opinion. Fifty-three percent of the tutors and 35% of the students thought that the students had moderate to little time for assignments (Figure 10).

Level of Work Assignments: About 57% of the students and 77% of the tutors answered that the work assignments were challenging. Twenty-six percent of the students and 18% of the tutors shared the opinion that the assignments were just right. Six and a half percent of the students assessed them as too hard, and an equal percent categorized them as too easy. About 4% of the students and about 6% of the teachers could not assess the difficulty level (Figure 11).

Student Expectations of Their Goal Achievement: More than 76% of the students were happy that they have achieved their goal from good to a great extent. Tutors' assessment of student achievement of goals was more than 81% for categories of good to a great extent, and nearly 19% thought that it was to a moderate extent. Twenty-five percent of the students rated themselves in the category of moderate to no achievement (Figure 12).

Pace of the Program: Student and tutor evaluation of the pace of the program was overwhelming in the just right category, (80.4% and 75%, respectively). Twelve and a half percent of the tutors thought that it was fast, and an equal percent thought that it was too fast. About 11% of the students shared this opinion with the tutors (Figure 13).

Barriers to Attendance: Students and tutors agreed that health was the most important aspect in attendance. For tutors, child care, transportation and other reasons were of equal importance in barriers to attendance. Other factors such as transportation, fear of failure and child care were the barriers in order of importance (Figure 14).

Program Help in Student Goal Achievement: Seventy-five percent of the tutors and 91.5% of the students agree that the program itself helps between good to a great extent in goal achievement (Figure 15).

Performance Improvement: The tutors' evaluation of their students was a lot higher than the students evaluation of themselves. In the highest category of achievement, the ratio was 65 to 41 percent. In the second best category the ratio for evaluation was 41% to 24% (Figure 16).

Program Rating: Ninety-two percent of the tutors rated the program as very high and excellent, whereas only 64% of the students gave this rating. Thirty-six percent of the students rated the program between good and not bad. Six percent of the tutors went as low as good (Figure 17).

Program Recommendation: Eighty seven percent of the students and the same percentage of tutors indicated that they would recommend the program to other students without any reservations. About 7% in each category said they would recommend with some reservations. Four percent of the students and 7% of the tutors also indicated that their program recommendation is dependent on situation and factors (Figure 18).

Figure 1. Percentage of Students Attending the Program Over a Given Period

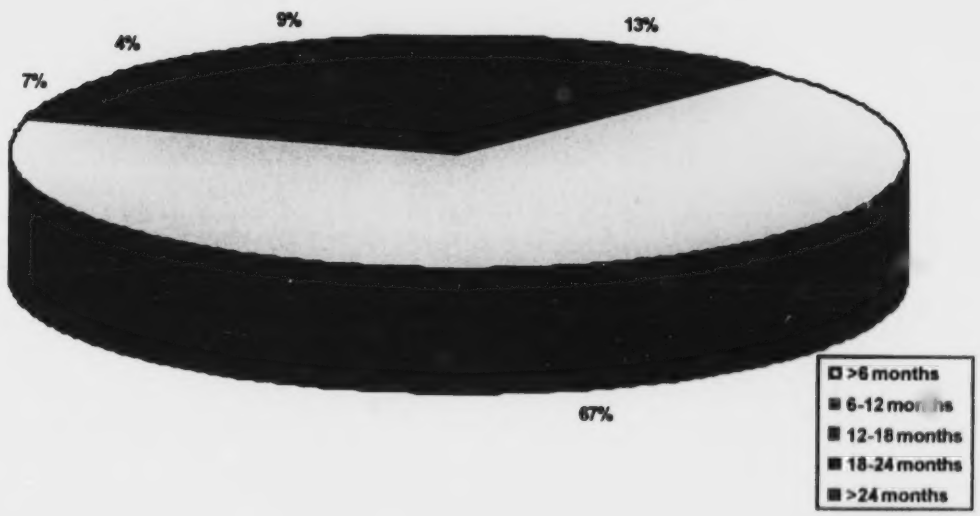


Figure 2. Percentage of Tutors in Program Over a Given Period

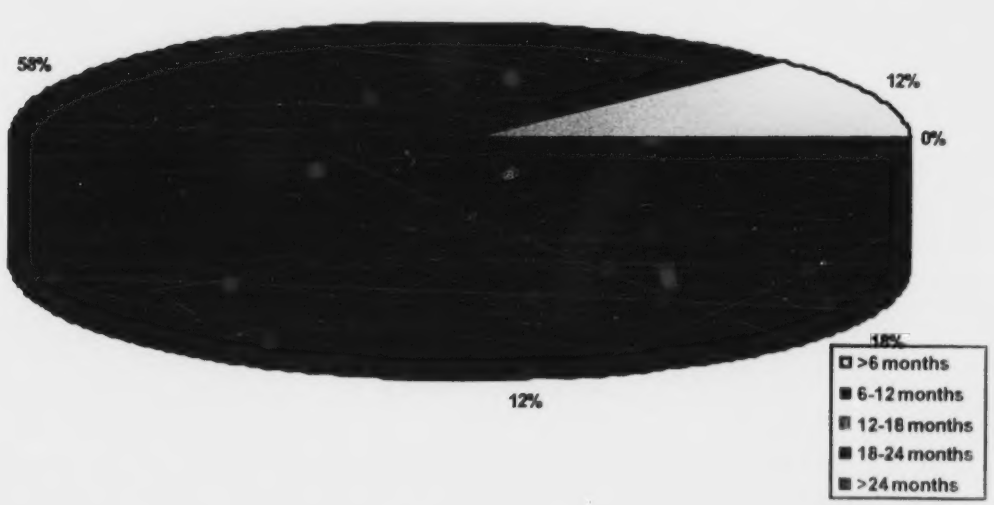


Figure 3. Student/Tutor Responses to Media Access on Program Information

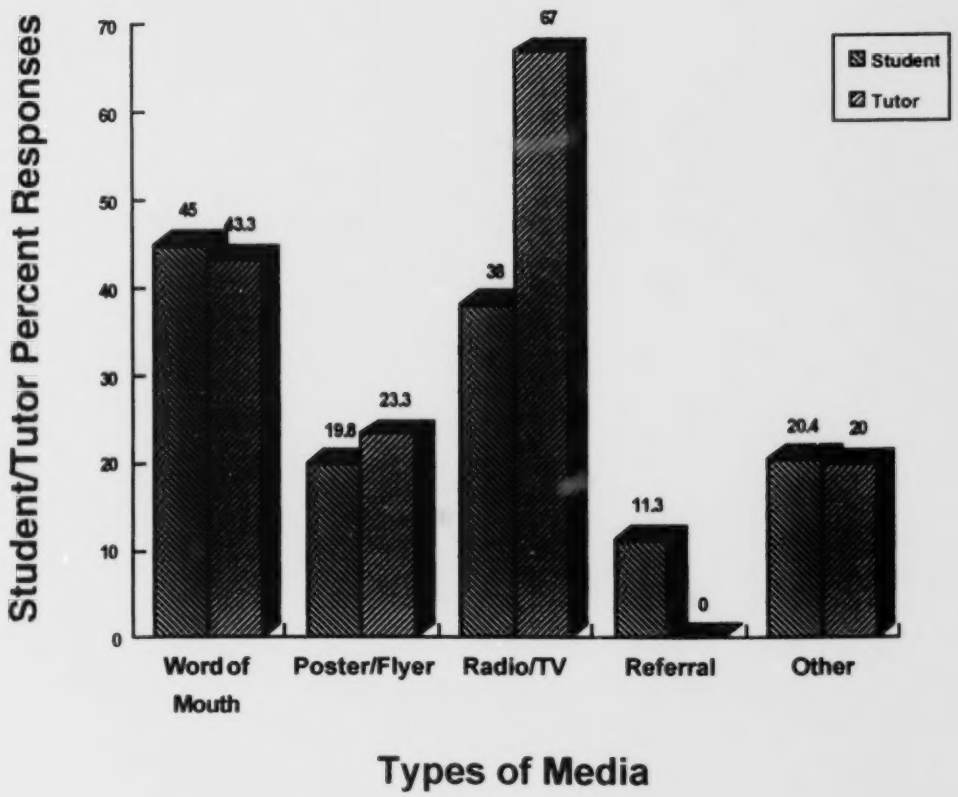


Figure 4. Student/Tutor Responses to Goals for Program Admission

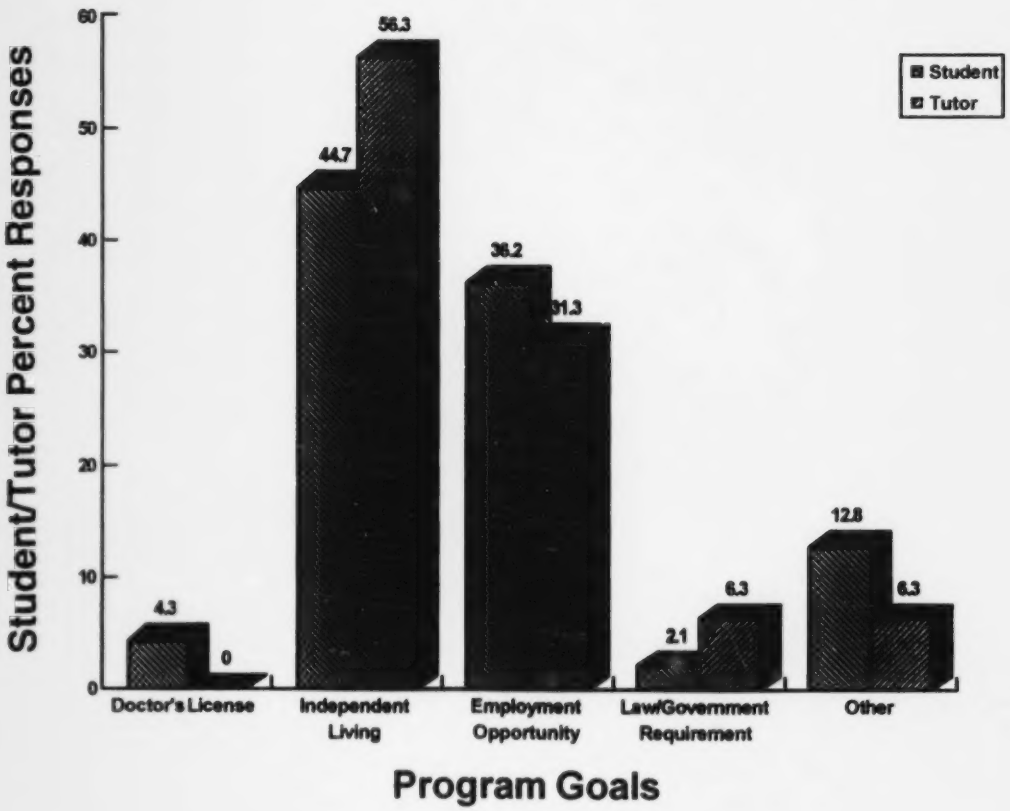


Figure 5. Student/Tutor Responses to Adequacy of Instructional Material for the Program

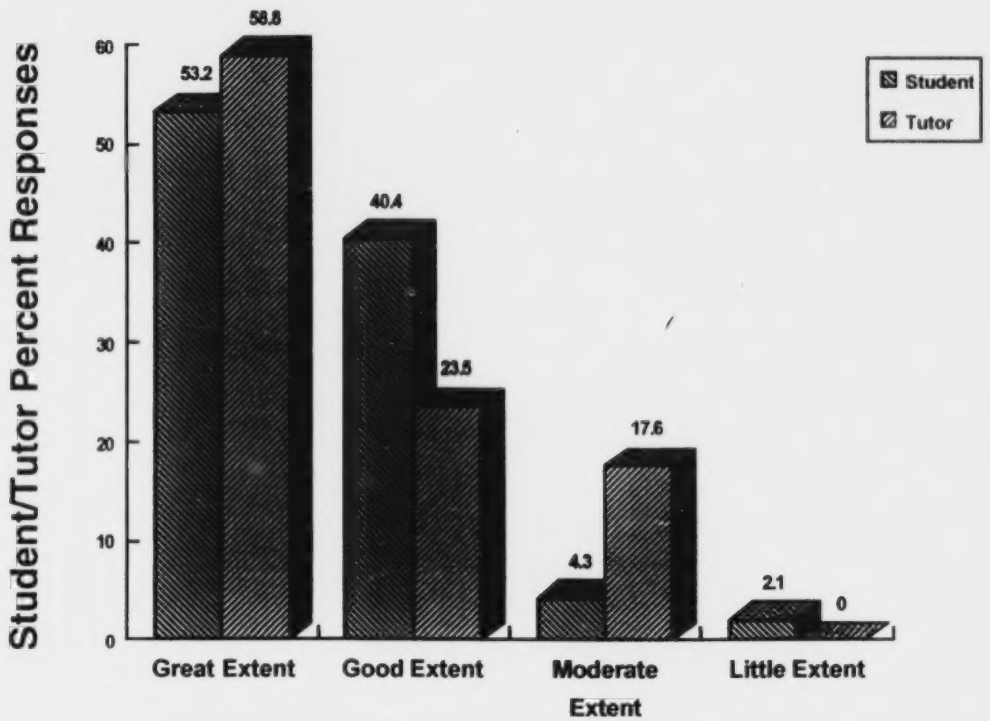


Figure 6. Student/Tutor Responses on Student Absenteeism

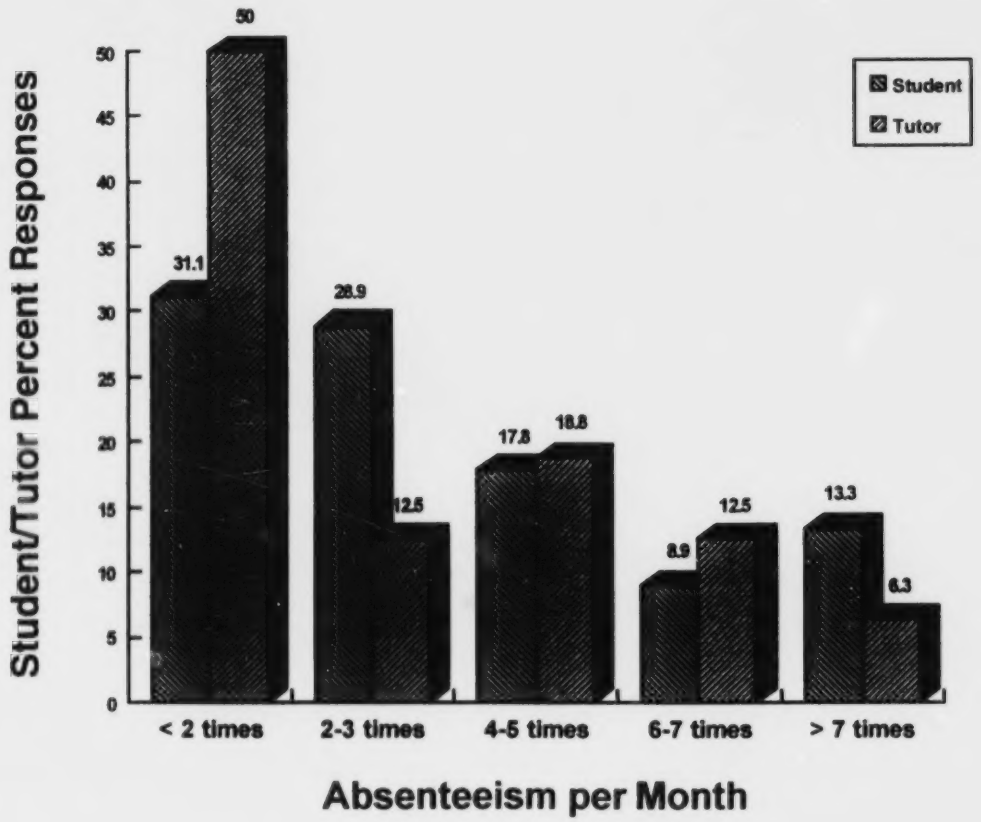


Figure 7. Student/Tutor Responses to Interaction Between Students

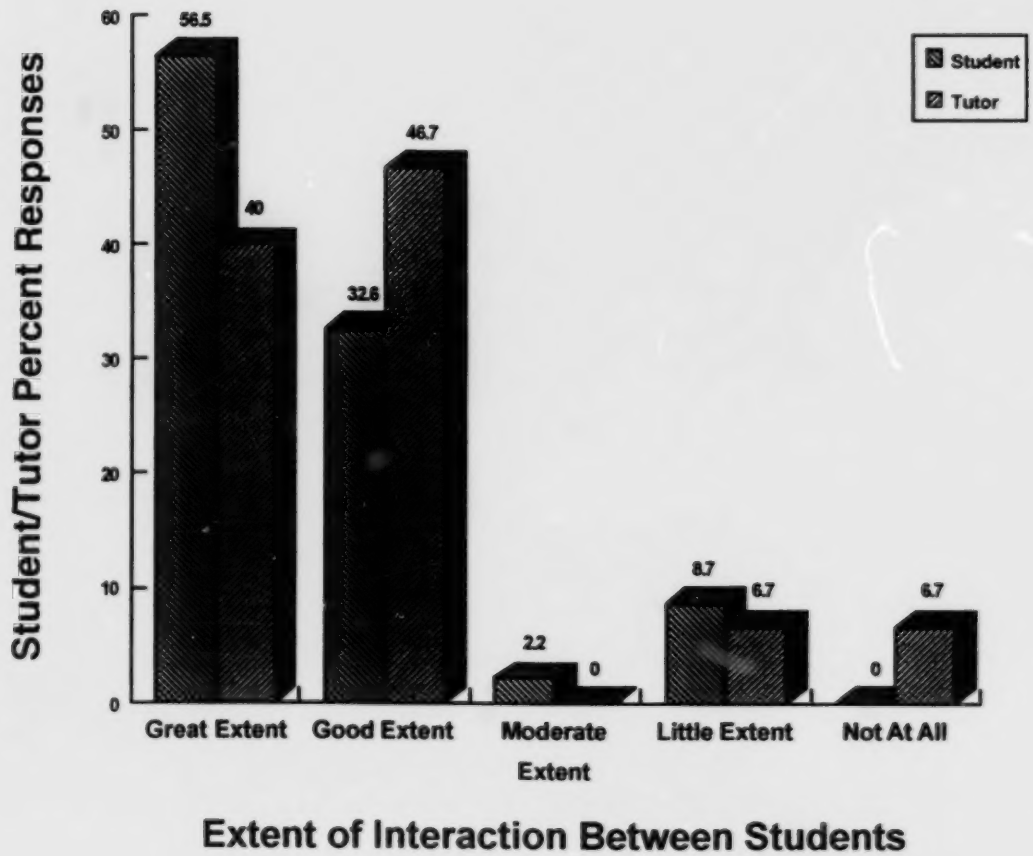


Figure 8. Student/Tutor Responses to Instructor's Role in Student Goal Attainment

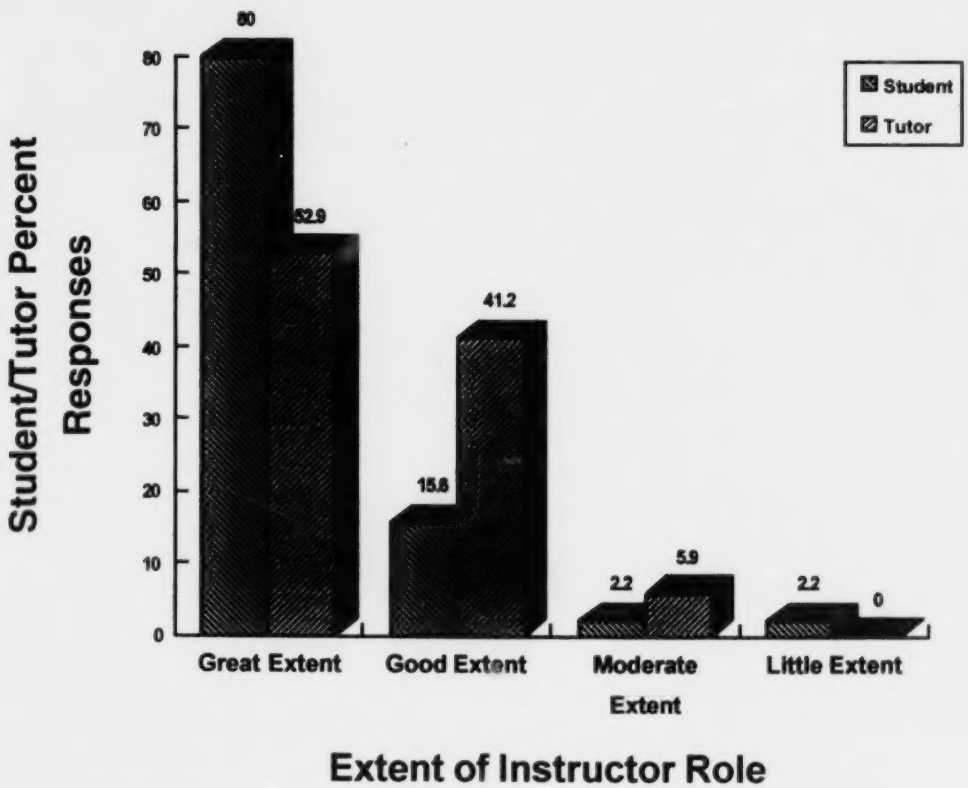


Figure 9. Student/Tutor Responses to Counseling Offered by the Institution

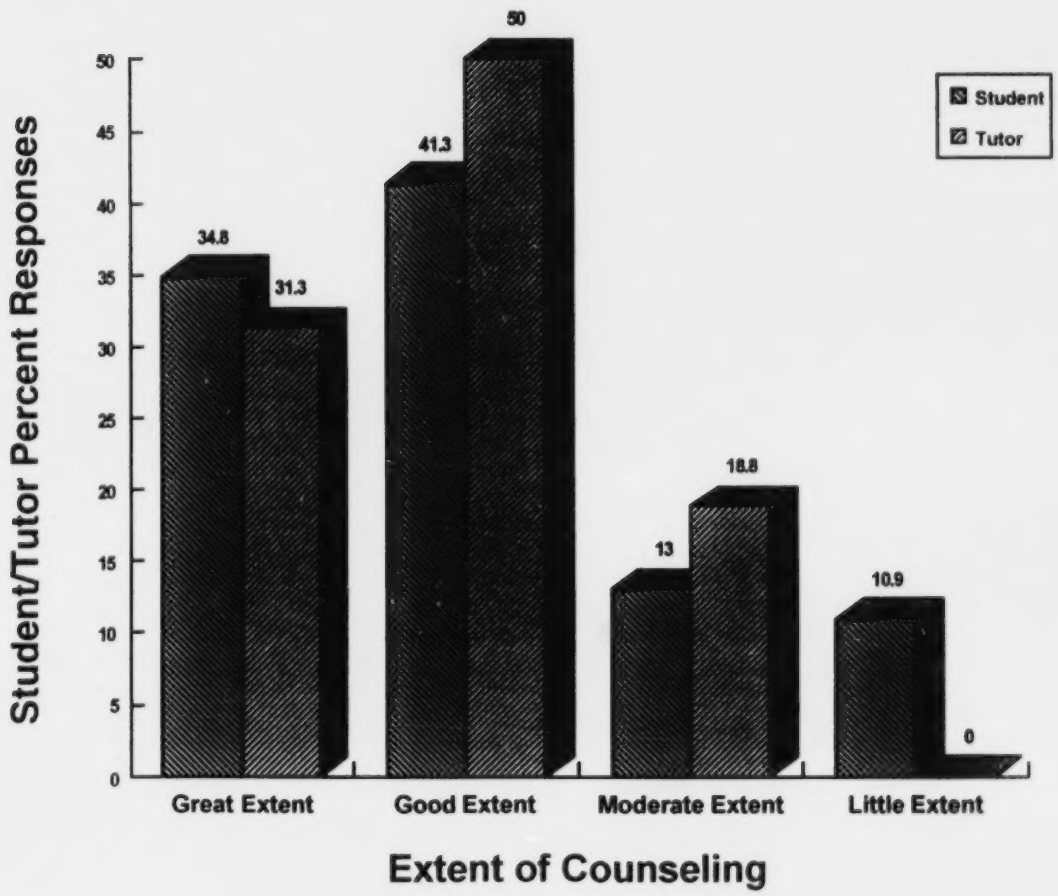


Figure 10. Student/Tutor Responses to Time Available for Assignments

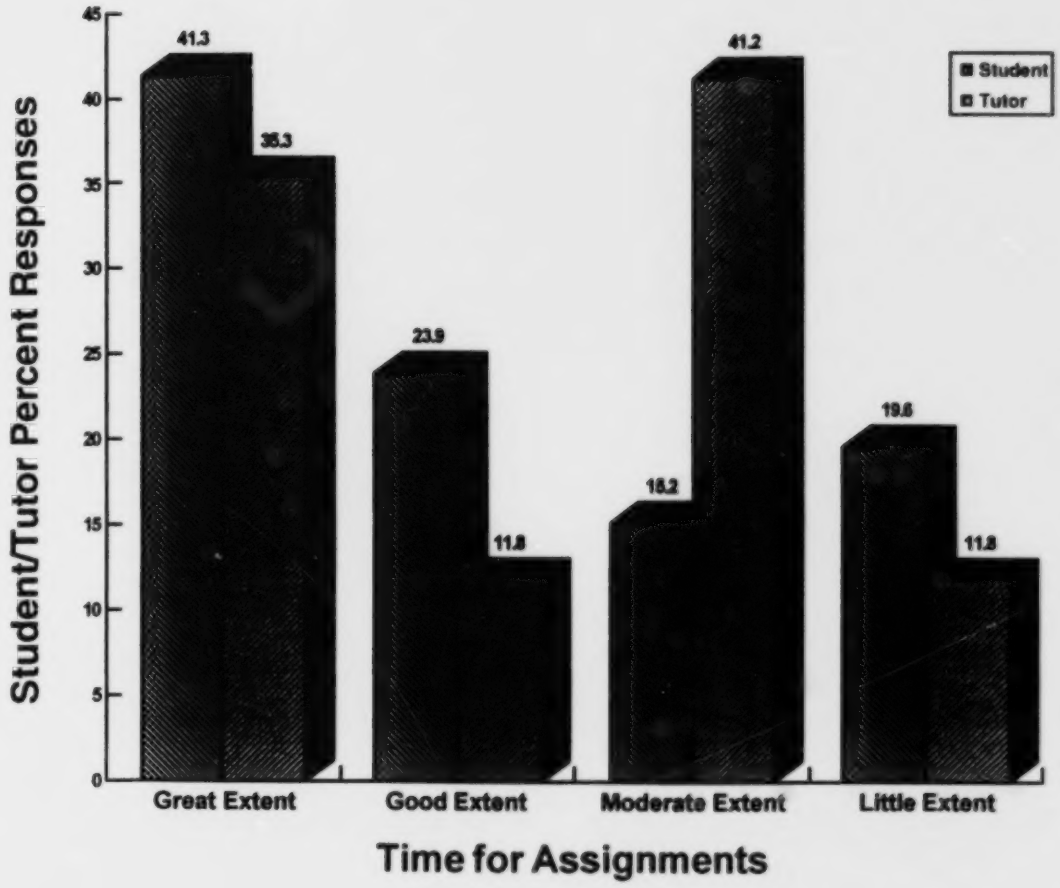


Figure 11. Student/Tutor Responses to Level of Work Assignments

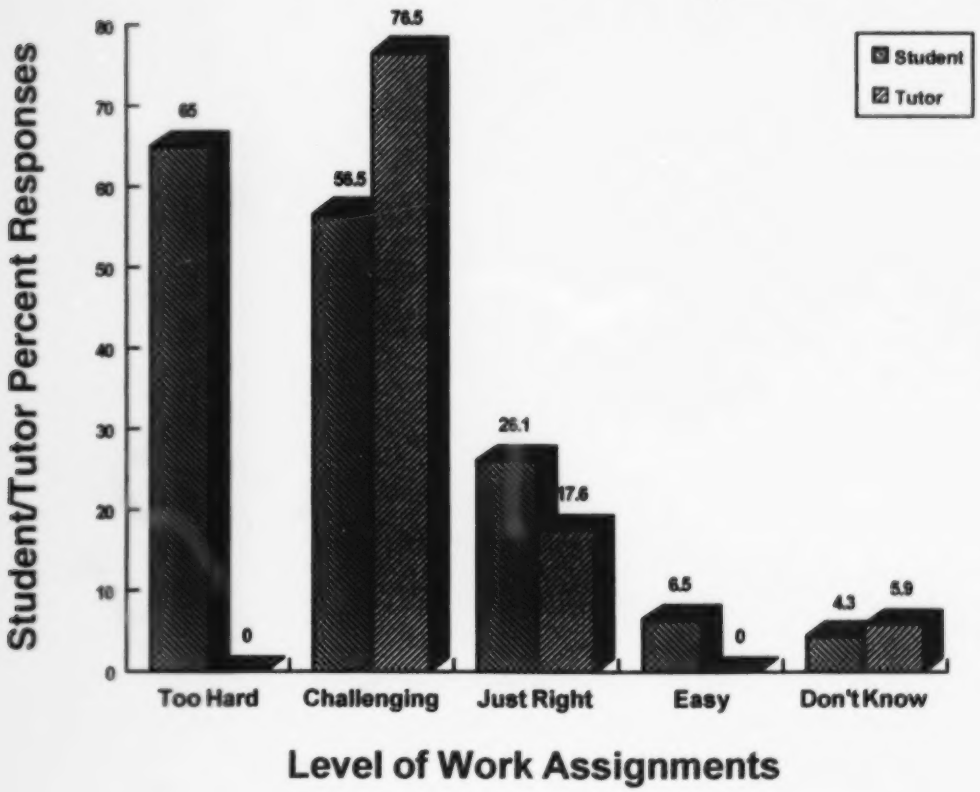


Figure 12. Student/Tutor Responses to Student Expectations of Goal Attainment

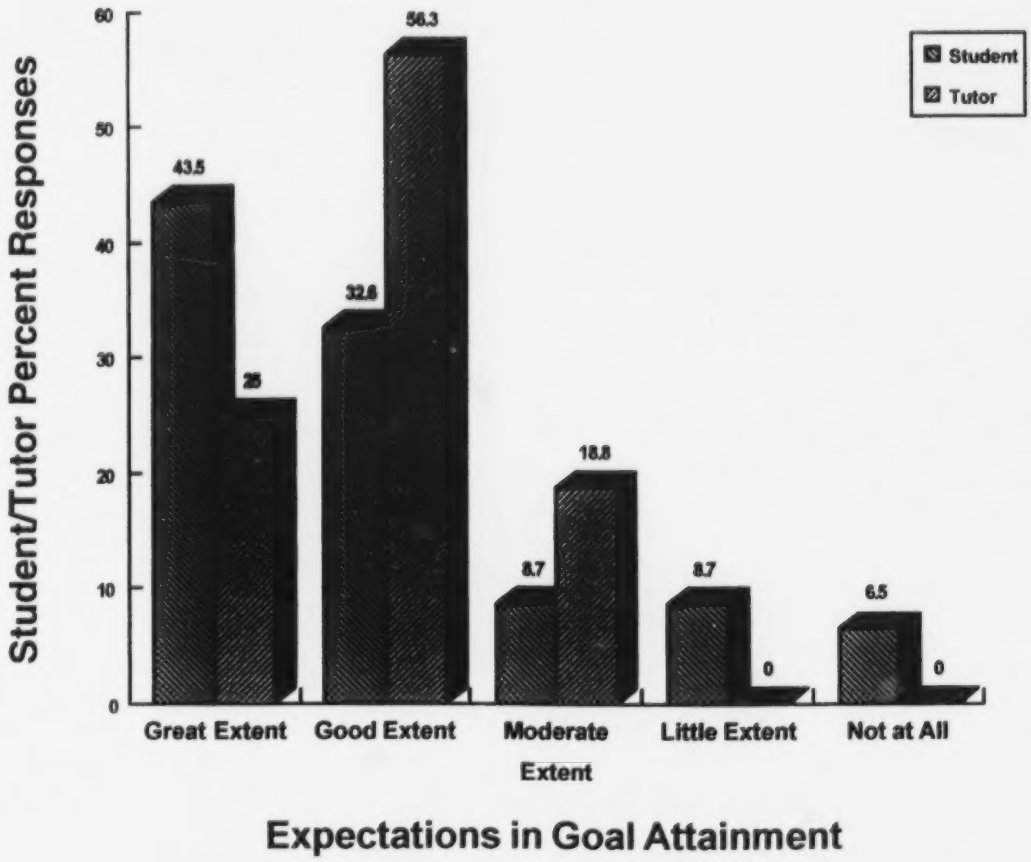


Figure 13. Student/Tutor Responses to Pace of Program

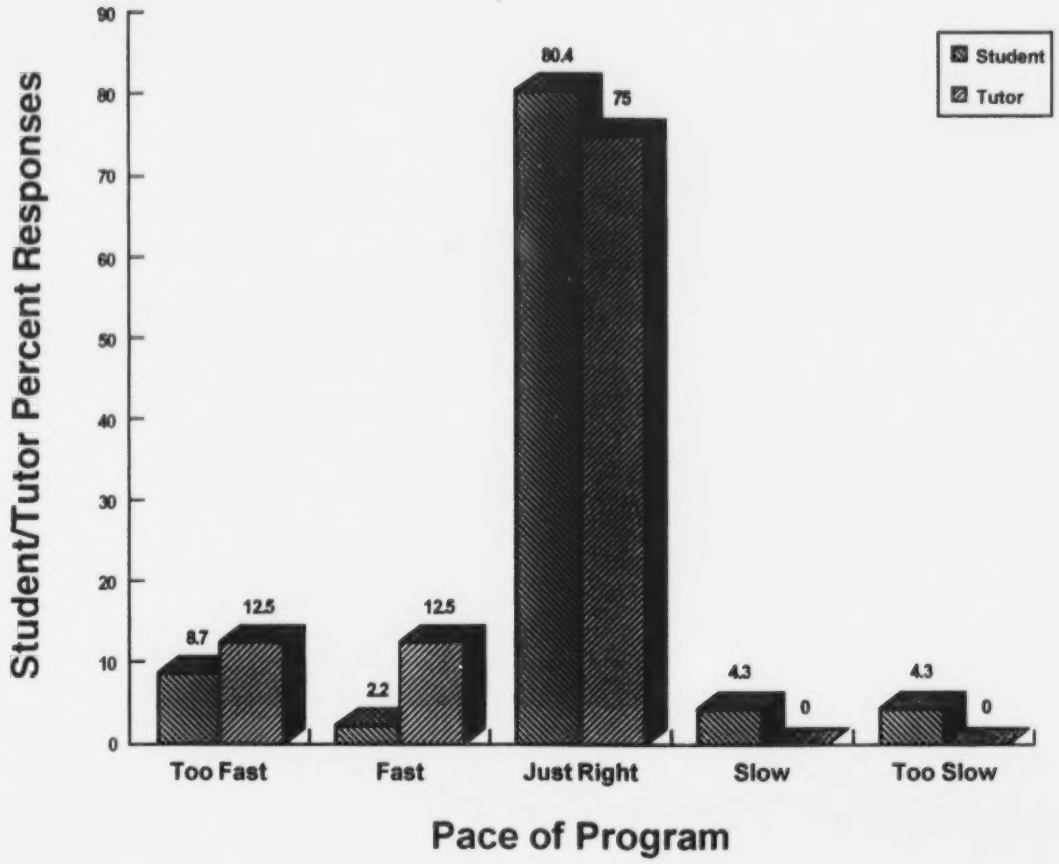


Figure 14. Student/Tutor Responses to Barriers to Class Attendance

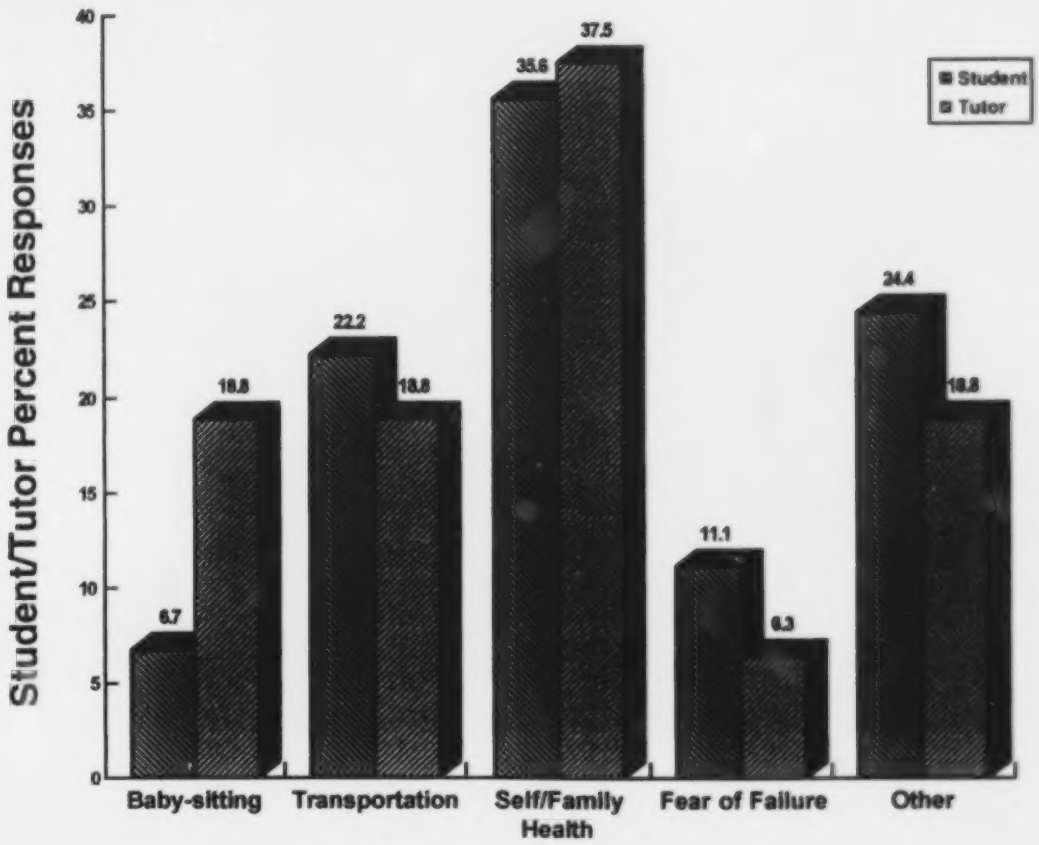


Figure 15. Student/Tutor Responses to Learning Experiences Provided to Attain Student Goals

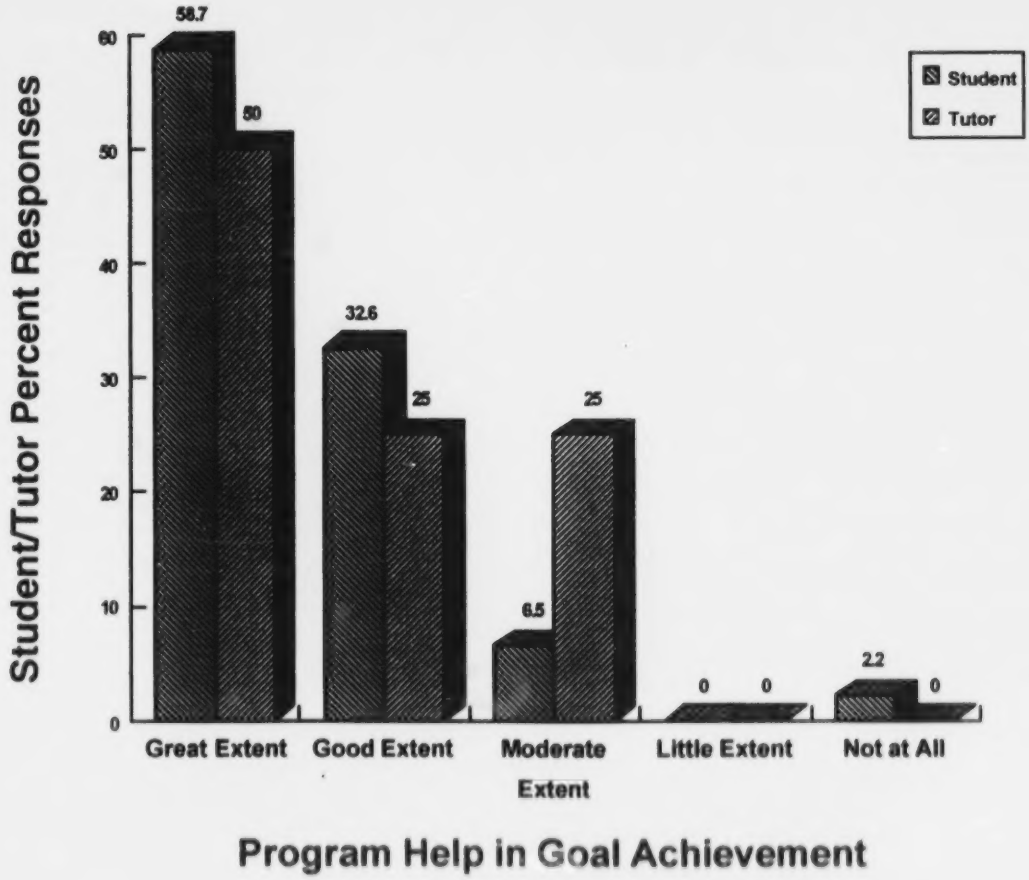


Figure 16. Student/Tutor Responses to Student Performance Improvement at Work, at Home, or at Some Other Place

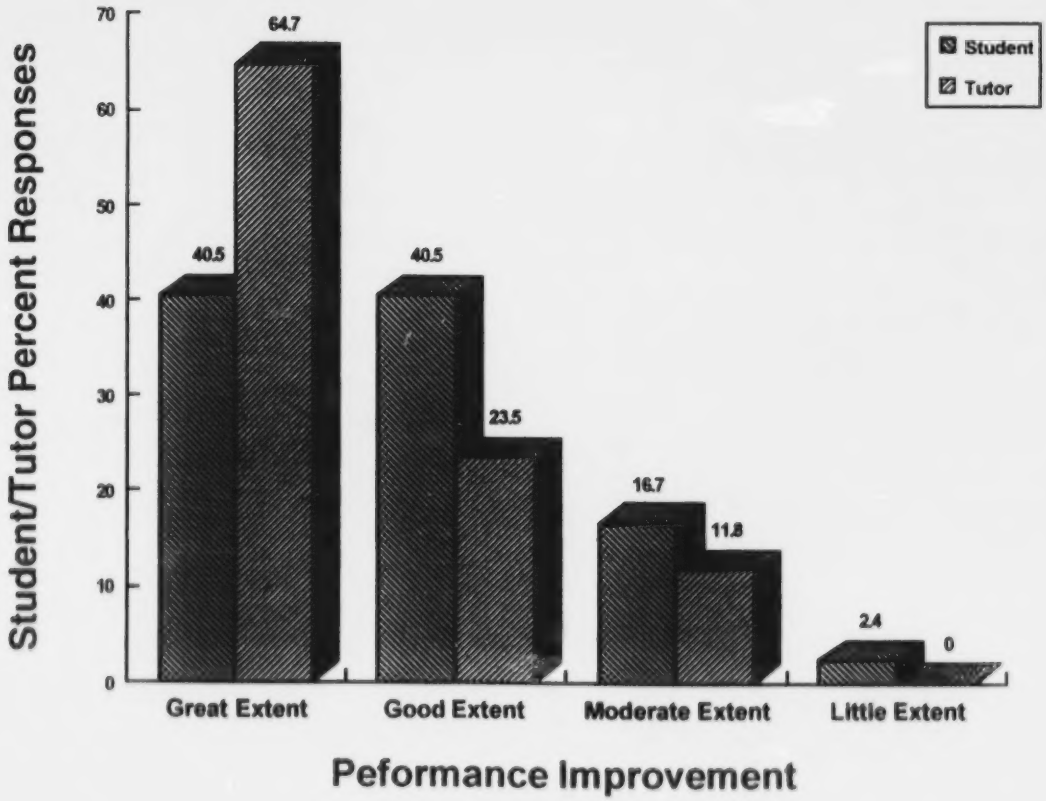


Figure 17. Student/Tutor Responses to Program Rating

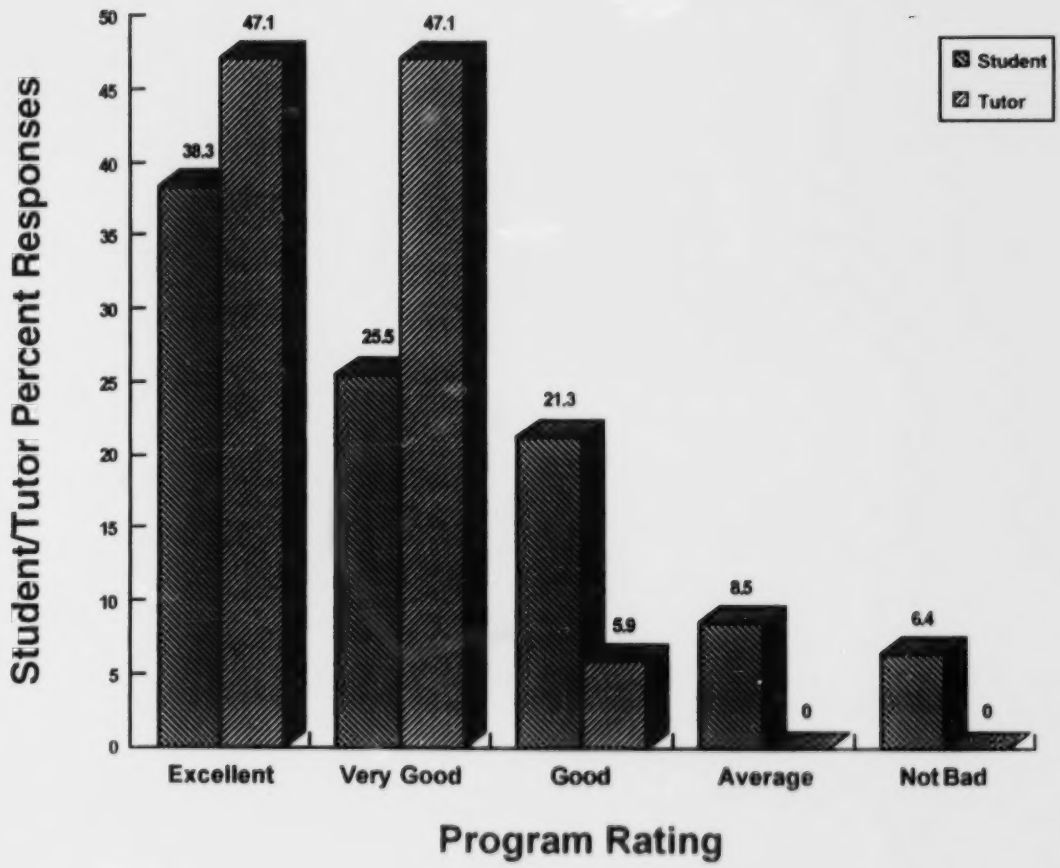
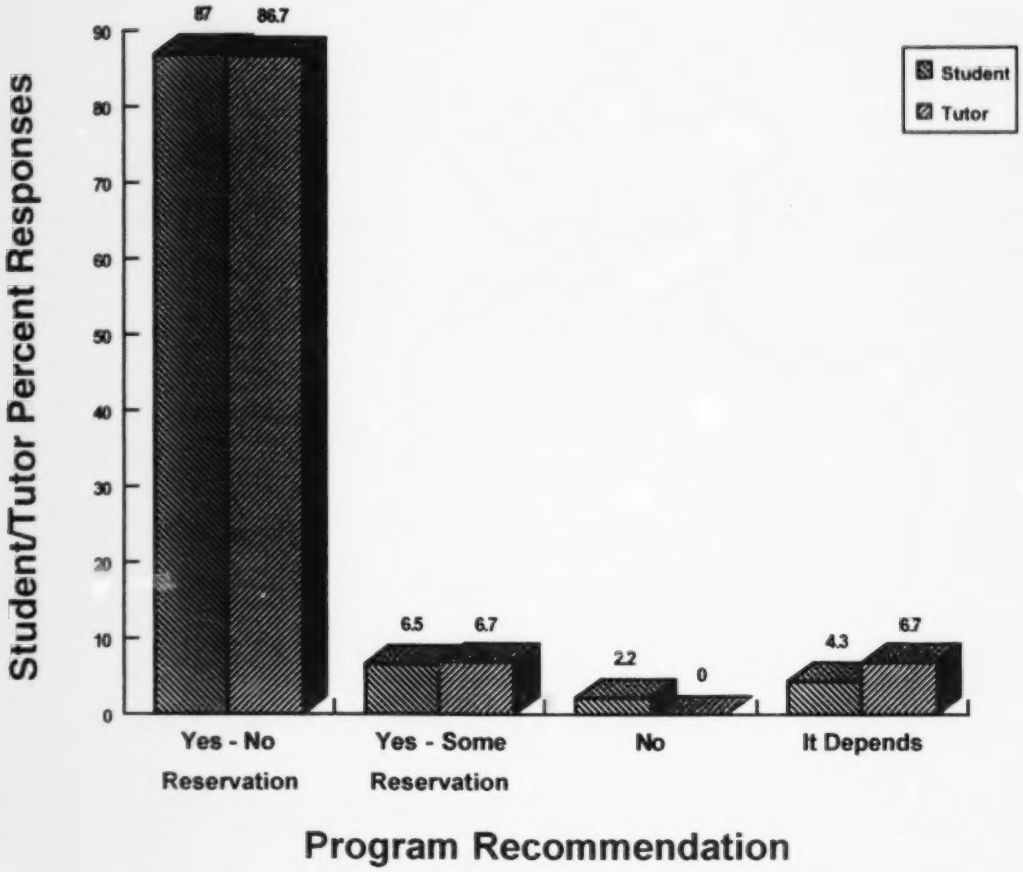


Figure 18. Student/Tutor Responses to Program Recommendation to Others



The following table summarizes the data from questions 3 through 19

CATEGORIES OF RESPONSES	STUDENT		TUTOR	
	N	%	N	%
Q3 - Time in Program				
< 6 months	31	67.4	2	11.8
6-12 months	3	65.0	0	0
12-18 months	2	43.0	3	17.6
18-24 months	4	87.0	2	11.8
> 24 months	6	13.0	10	58.8
Q4 - Media Access on Program Information				
Word-of-Mouth	18	45.0	5	43.3
Poster/Flyer	7	19.8	2	23.3
Radio/TV	1	38.0	1	67.0
Referral	4	11.3	0	0
Other	9	20.4	3	20.0
Q5 - Goals for Program Admission				
Driver's License	2	4.3	0	0
Independent Living	21	44.7	9	56.3
Employment Opportunity	17	36.2	5	31.3
Law/Government Requirement	1	2.1	1	6.3
Other	6	12.8	1	6.3
Q6 - Adequacy of Instructional Material				
Great Extent	25	53.2	10	58.8
Good Extent	19	40.4	4	23.5
Moderate Extent	2	4.3	3	17.6
Little Extent	1	2.1	0	0
Q7 - Student Absenteeism				
< 2 times	14	31.1	8	50.0
2-3 times	13	28.9	2	12.5
4-5 times	8	17.8	3	18.8
6-7 times	4	8.9	2	12.5
> 7 times	6	13.3	1	6.3
Q8 - Student Interaction				
Great Extent	26	56.5	6	40.0
Good Extent	15	32.6	7	46.7
Moderate Extent	1	2.2	0	0
Little Extent	4	8.7	1	6.7
Not at All	0	0	1	6.7
Q9 - Instructor's Role in Student Goal Achievement				
Great Extent	36	80.0	9	52.9
Good Extent	7	15.6	7	41.2
Moderate Extent	1	2.2	1	5.9
Little Extent	1	2.2	0	0
Q 10 - Extent of Counseling				
Great Extent	16	34.8	5	31.3
Good Extent	19	41.3	8	50.0
Moderate Extent	6	13.0	3	18.8
Little Extent	5	10.9	0	0
Q 11 - Time for Assignment				
Great Extent	19	41.3	6	35.3
Good Extent	11	23.9	2	11.8
Moderate Extent	7	15.2	7	41.2
Little Extent	9	19.6	2	11.8

CATEGORIES OF RESPONSES	STUDENT		TUTOR	
	N	%	N	%
Q12 - Level of Student Work Assignments				
Too Hard	3	65.0	0	0
Challenging	26	56.5	13	76.5
Just Right	12	26.1	3	17.6
Easy	3	6.5	0	0
Don't Know	2	4.3	1	5.9
Q13 - Student Expectations of Goal Attainment				
Great Extent	20	43.5	4	25.0
Good Extent	15	32.6	9	56.3
Moderate Extent	4	8.7	3	18.8
Little Extent	4	8.7	0	0
Not at All	3	6.5	0	0
Q14 - Pace of the Program				
Too Fast	4	8.7	2	12.5
Fast	1	2.2	2	12.5
Just Right	37	80.4	12	75.0
Slow	2	4.3	0	0
Too Slow	2	4.3	0	0
Q15 - Barriers to Class Attendance				
Baby-sitting	3	6.7	3	18.8
Transportation	10	22.2	3	18.8
Self/Family Health	16	35.6	6	37.5
Fear of Failure	5	11.1	1	6.3
Other	11	24.4	3	18.8
Q16 - Extent of Help Provide in the Program				
Great Extent	27	58.7	8	50.0
Good Extent	15	32.6	4	25.0
Moderate Extent	3	6.5	4	25.0
Little Extent	0	0	0	0
Not at All	1	2.2	0	0
Q17 - Student Performance Improvement				
Great Extent	17	40.5	11	64.7
Good Extent	17	40.5	4	23.5
Moderate Extent	7	16.7	2	11.8
Little Extent	1	2.4	0	0
Q18 - Program Rating				
Excellent	18	38.3	8	47.1
Very Good	12	25.5	8	47.1
Good	10	21.3	1	5.9
Average	4	8.5	0	0
Not Bad	3	6.4	0	0
Q19 - Recommending Program to Others				
Yes - No Reservation	40	87.0	13	86.7
Yes - Some Reservation	3	6.5	1	6.7
No	1	2.2	0	0
It Depends	2	4.3	1	6.7

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APPENDIX A

GLOSSARY

ABE: Adult Basic Education.

Administered Questionnaire: a list of questions whose answers are filled in by the respondents in the presence of the researcher.

Adults: those people who have attained the legal and chronological status of adulthood, and are purposefully exploring the field of knowledge. In addition, these fields of knowledge are taking place in an organized group setting (Brookfield, 1991, p. 2).

Analysis: careful examination of a whole and of its parts, including the relationships among them.

Analysis of Variance: a statistical comparison of sample variances to measure their dispersion and see if they represent different distributions.

Andragogy Evaluation: an evaluation model created by the Nottingham Andragogy Group. This evaluation deals less with data collection and methodological procedures in implementing its praxis on program evaluation. It also offers a number of provocative ideas concerning subjective and dialogist evaluation by allowing the adult student to be self-evaluated and assessed through a detailed analysis of verbal interchanges of program effectiveness.

Announced Observation: an observation preceded by telling the subjects that it will be done.

Area Sample: a multistage sample beginning with a random selection of geographical areas.

Arithmetic Mean: average.

Assessment: a type of evaluation that is supposed to be based on a system of value-free checking or ascertainment of the extent to which the worthwhileness, goals, and objectives of a program are being met. More simply put, it is "a non-judgmental checking" as to whether or not certain purposes have been attained.

Available Data: information already collected, not necessarily for the same reasons for which it is requested, but organized in some way for analysis.

Average: the sum total of all scores, divided by the number of scores.

Average Deviation: the average distance from a measure of central tendency.

CAT: The California Achievement Test. This is one of many standardized tests used to measure student proficiency.

Categorically Based Groups: groups or classes of people who have some characteristic(s) in common.

Cohort: a person sharing with others the year of a significant event, such as birth, marriage, or graduation.

Control Group: a group that is manipulated in any way and used to provide a standard against which the experimental group is measured.

Control Variable: a variable that is assumed to have an effect on the relationship between an independent and a dependent variable and that is therefore controlled for.

Dense Sample: a sample composed of a majority of a population.

Dependent Variable: a variable assumed to vary in response to an independent variable.

Evaluation Research: research done to access the worth of a program.

Formative Evaluation: when the program's objective is to generate reports that represent an ongoing look at program operation in order to improve the program through adjustments or change (Lerche, 1985, p. 175).

GED: General Educational Development. This is the nation's most standard test used as a measurement to obtain a high school diploma.

Illiteracy: an inability to read, write, and comprehend short, simple sentences; however, to a greater extent we must also include that this lack of basic skills leads to an individual's inability to accomplish the kinds of basic and pervasive tasks necessary for everyday adult living (Lerche, 1985, p. 1).

In-Group: a group that has a strong identification as a group of insiders and rejects all others from participation in and knowledge about group secrets.

Judgmental Sample: a sample selected according to the researcher's evaluation of each subject's suitability.

Literacy: defined in the National Literacy Act of 1991 as "an individual's ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society; to achieve one's goals and develop one's knowledge and potential."

Measuring: reducing data to numbers that indicate strength or frequency of occurrence.

Monitoring: a process of watching periodically the process of a project or program in order to identify strengths as well as shortfalls for the purpose of taking timely corrective measures with a view of optimizing the effectiveness and efficiency of the project or program (Carron & Bordia, 1985, p. 33)

Multi-faceted Research: data collected in more than one way for the same project.

NALP: The National Adult Literacy Project is a research group whose mission is to find information on the current practices of literacy training and development and also the guidance to refine the practice.

NLI: National Literacy Initiative is a program implemented by former President Ronald Reagan

and Former Secretary Ed Terrell Bell. A program developed under the Reagan administration brought on to renew, expand and revitalize literacy training.

Non-random Sample: a sample that can not claim to be random and therefore cannot be generalized.

Normal Curve of Error: a pattern of random scores when plotted on a histogram, popularly known as the normal curve.

Qualitative: concerned with quality.

Qualitative Data: information about things that cannot be measured (e.g., feelings, values, standards).

Quantitative: concerned with amounts.

Quantitative Data: information about things that can be measured exactly and objectively.

Quota Sample: a judgmental or purposive sample proportioned by group membership.

Sample: part of something that is regarded as typical of the whole; subjects from whom data are actually collected.

Sample Statistic: a mathematical fact about a sample.

Scientific Research: research that observes the rules of the scientific method.

Stakeholders: the individuals or groups who have a stake (an investment) in securing a favorable evaluation for certain programs. They usually will provide the evaluator with information to show the successes or failures for which a program is established.

Standard Error: standard deviations of a distribution of samples.

Subcultural Groups: groups that practice variation of the dominant way of life in a society.

Summative Evaluation: when evaluation results contain information offered only as a final or definitive judgment of the program's effectiveness and as the basis on which funding decisions can be made (Lerche, 1985, p. 175).

Synthesis: a drawing together of related items to form a coherent whole.

TABE: the Test of Adult Basic Education is the most widely used standardized test; it is usually found in almost every program in all sectors. The test is generally used to determine eligibility for enrollment into certain programs.

Tutee: someone who is being tutored.

Tutor: usually a volunteer; however, all references to tutor in this document will apply equally to alternative-funded persons working as tutors (e.g., work study students).

Variable: something that can change.

Vital Statistics: literally, "life numbers," that is, birth and death rates, marriages, divorces; for communities, the aggregation of these rates.

Volunteer: includes tutors and volunteers carrying out nontutoring (administrative, organizational, board, etc.) work for the program.

APPENDIX B

ADULT LITERACY PROGRAM INSTRUMENTS

ALERT QUESTIONNAIRE

PHASE I

A. ADULT LITERACY PROGRAM—ADMINISTRATION SURVEY (p. 52)
B. ADULT LITERACY PROGRAM—STUDENT SURVEY (p. 75)
(These were not adopted for the study)

THE ADULT LITERACY EVALUATION
and
RESEARCH TEAM (*ALERT*)
PROGRAM SURVEY QUESTIONNAIRE

Name of agency _____

Site name _____

Address of site _____

Agency's phone # _____

Name of person(s) being surveyed _____

Name of Interviewer _____

Date _____

ALERT SURVEY QUESTIONNAIRE FORM FOR PROGRAM ADMINISTRATORS

PART I - GENERAL

1. Which of the following best describes your program? (Check all that apply.)

A.	GED	___	D.	Vocational	___
B.	English as a second language	___	E.	Job Preparation	___
C.	Basic Education Skills	___	F.	Other	___

2. How often does your program operate?

A. _____ number of months of the year

B. _____ number of days per week

C. _____ number of hours per day

D. _____ other (please comment)

3. What is the average learner's reading or grade level upon entering your program?

_____ 0 - 3rd

_____ 4th - 7th

_____ 8th - 12th

_____ other (explain)

_____

4. Do you provide training for your staff or instructors?

A. Yes _____

B. No _____

C. Depends _____ (explain)_____

5. Is it mandatory that your instructors be certified?

A. Yes _____

B. No _____

C. Depends _____

6. What are the average ages that you service?

A.	6-16 _____		D.	45-60	_____
B.	16-29 _____		E.	60 & over	_____
C.	20 - 44 _____		F.	Other	_____

7. Does your program work in collaboration with other agencies?

A. Yes _____

B. No _____

C. Sometimes _____ (explain)_____

_____

8. How many staff members does it take to successfully operate this program?

A. _____

B. It depends (explain) _____

_____

9. Does your program utilize any of the following features? Please check all that apply.

A.	recruitment tools	_____
B.	staff training	_____
C.	counseling services	_____
D.	learner diagnostic testing	_____
E.	free materials	_____
F.	evaluation tools	_____
G.	measure outcomes	_____
H.	measure learner progress	_____
I.	referral services	_____
J.	support services	_____

10. To what extent are you satisfied that your program is doing a great job, and necessary service, for this community?

A.	extremely	_____	C.	somewhat	_____
B.	well	_____	D.	very little	_____
			E.	not at all	_____

Note: The following questions require open-ended responses.

11. Very briefly, please tell us what makes your program unique and worthwhile.

12. What are the major goals and objectives of your organization?

13. What resources would you like to be made available that are not presently available?

14. Describe what types of staff or teachers work best in your program.

15. Are there enough staff development opportunities available to your staff? If not, please explain.

16. If I were in one of your classrooms during a normal day, what would I see happening in terms of structure and curriculum?

17. How are you funded? Is there a need for more? Please list all major contributors.

PART II - RECRUITMENT

1. Does funding play a role in your recruitment process?

   A. Yes _____
   B. No _____

   C. Not necessarily (explain) _____

   _____

2. Do you have an outreach system?

   A. Yes _____

   B. No _____

   C. Not necessarily (explain) _____

   _____

3. To what extent is your outreach program working?

   A. to a great extent _____ C. somewhat limited _____

   B. good extent _____ D. poor extent _____

4. Do you have an ongoing process for recruiting staff and/or tutors?

   A. Yes _____ C. Sometimes _____

   B. No _____ D. It's not necessary _____

5. To what extent is your staff recruitment process working?

   A. to a great extent _____ C. somewhat limited _____

   B. good extent _____ D. poor extent _____

6. Do you, on an on-going basis, recruit volunteers to perform any of the following duties? Please check all that apply.

   A. to help in recruiting tutors _____

   B. to help in recruiting learners _____

   C. to help in recruiting clerical staff _____

   D. to assist in soliciting funds _____

   E. to assist in obtaining facility space _____

   F. to assist in targeting new populations _____

G. to assist in consulting large public information campaigns _____

H. To assist in developing relations with other agencies _____

7. Do you have a waiting list?

A. Yes _____ C. Sometimes _____

B. No _____ D. It's not necessary _____

8. To what extent do students on your waiting list eventually join your program?

A. to a great extent _____ C. somewhat limited _____

B. good extent _____ D. poor extent _____

9. How regularly are your recruitment strategies used?

A. on a daily basis _____ D. once a year _____

B. once a week _____ E. only when possible _____

C. only once per month _____ F. only when needed _____

10. Do you rely on other agencies for recruiting potential learners to your program?

A. Yes _____

B. No _____

11. To what extent is recruitment of your learners brought in from other programs?

A. to a great extent _____ C. somewhat limited _____

B. a good extent _____ D. very little _____

12. Do you circulate your newsletter in all of the surrounding communities?

A. Yes _____ C. Whenever possible _____

B. No _____ D. It is not necessary (explain)

_____

13. If so, to what extent is this process successful?

A. extremely successful _____ C. moderately successful _____

B. successful _____ D. very little _____

E. not at all _____

14. Do you utilize a monthly based plan of recruitment every year?

A. Yes _____

B. No _____

15. Which of the following recruitment tools does your program utilize? Check all that apply.

A.	print media	_____	H.	door to door	_____
B.	newsletters	_____	I.	word of mouth	_____
C.	referral services	_____	J.	open door policy	_____
D.	flyers	_____	K.	letters of announcement	_____
E.	radio	_____	L.	in-house visits	_____
F.	TV	_____	M.	post-program parties	_____
G.	networking	_____	N.	walk-a-thons	_____

Note: The following questions require an open-ended response.

16. What would you like to see, in terms of recruitment, happening in your program?

17. What is your program's most effective tool for recruiting tutors and learners?

18. Explain your follow-up system for finding potential recruits.

19. What are your recruitment weaknesses?

20. Is there anything that you want to say, to whoever might review the result of your questionnaire, that might help programs such as yours in their recruitment needs?

PART III - RETENTION

The first five questions require open-ended responses.

1. How many learners complete your program yearly? _____

2. What percentage of the learners who enroll in your program drop out? _____

3. Are the students' personal goals recorded and explored? Yes _____ No _____

4. How do tutors keep students motivated?

5. Do you use a formal or an informal system for assessing your students' progress?

6. Which of the following are most likely barriers toward not meeting your students' literacy needs? (check all that apply)

   _____ child care _____ cost of classes

   _____ transportation _____ fear of failure

   _____ class location _____ lack of awareness

   _____ times of classes _____ low self-worth

   _____ spouse conflicts _____ other (explain)

7. Does your program offer support services to combat these barriers?

   A. Yes _____ C. in some cases _____

   B. No _____ D. it's not necessary _____

8. All things considered, our staff respects the need of our students.

   A. strongly agree _____ C. disagree _____

   B. agree _____ D. strongly disagree _____

   E. no opinion (explain

   _____

9. Is the student's progress monitored?

   A. Yes _____ C. when possible _____

   B. No _____ D. only sometimes _____

10. Is there a formal student orientation?

A. Yes _____ C. only sometimes _____

B. No _____ D. not necessary _____

11. Are your tutors required to keep updated attendance records?

A. Yes _____ C. it's their option _____

B. No _____ D. sometimes (explain

_____

12. To what extent do you require your tutors to present assignments utilizing user-friendly techniques?

A. to a great extent _____ C. somewhat limited _____

B. to a good extent _____ D. not at all _____

13. To what extent are students contacted outside the classroom and encouraged to continue your program?

A. to a great extent _____ C. somewhat limited _____

B. to a good extent _____ D. not at all _____

14. Does your program explore spouse or peer group support strategies in dealing with retention concerns?

A. yes _____ C. only sometimes _____

B. no _____ D. not necessary _____

15. Does your program have a process for recording and measuring the following student behavior patterns?

A. attitude yes _____ no _____

B. level of motivation yes _____ no _____

C. preferred learning style yes _____ no _____

D. special achievements yes _____ no _____

E. possible learning disabilities yes _____ no _____

16. To what extent do you ascertain how well students like or dislike your programs?

A. to a great extent _____ C. moderate extent _____

B. to a good extent _____ D. not at all _____

17. Does your organization offer job placement possibilities for students who complete the program?

A. yes _____ C. sometimes _____

B. no _____

18. To what extent are you satisfied with your program's positive impact rate?

A. extremely _____ C. moderately satisfied _____

B. well satisfied _____ D. not at all _____

19. After placement, is there a follow-up to assure that students are learning at the right level?

A. yes _____ C. sometimes _____

B. no _____ D. don't know _____

20. Is there a required procedure for checking on students who establish regular absences?

A. yes _____ C. on occasion _____

B. no _____ D. don't know _____

PART IV - OUTCOMES

1. Does your organization know why students leave your program?

   A. yes _____ C. don't know _____

   B. no _____ D. not needed _____

2. If so, how are these reasons determined? (check all that apply)

   A. _____ exit interview

   B. _____ follow-up telephone call

   C. _____ follow-up letter

   D. _____ peer information

   E. _____ information from other agencies

   F. _____ other (explain_____

   _____

3. Does your program have a procedure for gathering information about changes in students' lives as a direct or indirect result of participation in your program?

   A. yes _____ C. in some cases _____

   B. no _____ D. don't know _____

4. Do you maintain an ongoing file on personal success stories for PR purposes?

   A. yes _____ C. in some cases _____

   B. no _____ D. don't know _____

5. To what extent are you satisfied with your program's current follow-up procedures?

   A. very satisfied _____ C. moderately satisfied _____

   B. well satisfied _____ D. not at all _____

6. To what extent are you satisfied with the current level of community awareness about your program?

   A. very satisfied _____ C. moderately satisfied _____

   B. well satisfied _____ D. not at all _____

7. Does your organization have an instrument to measure if participants become more active in other community programs?

   A. yes _____

   B. no _____

   C. don't know _____

8. If so, check the type of organization that they report becoming more involved in.

   A. _____ church
   B. _____ union
   C. _____ recreation center
   D. _____ fraternal organization
   E. _____ political organization
   F. _____ block club
   G. _____ community outreach group
   H. _____ other

9. To what extent have learners expressed their appreciation for your program?

   A. to a great extent _____
   B. to a good extent _____
   C. moderate extent _____
   D. not at all _____

10. To what extent have learners expressed how they feel better about themselves?

    A. to a great extent _____
    B. to a good extent _____
    C. moderate extent _____
    D. not at all _____

11. To what extent was the interaction with your tutors and other staff important in student outcomes?

    A. to a great extent _____
    B. to a good extent _____
    C. moderate extent _____
    D. not at all _____

12. What are your students learning, and do you feel that it is relevant to their lives? Explain

13. Based on past student outcomes, indicate how or to what degree you have gained new insights on how you can improve the program.

14. Has your program established a relationship with outside agencies? If so, which ones and why?

15. Add any comments to this questionnaire that you feel are important.

THE ADULT LITERACY EVALUATION
and
RESEARCH TEAM (*ALERT*)
PROGRAM SURVEY QUESTIONNAIRE

Name of agency _____

Site name _____

Address of site _____

Agency's phone # _____

Name of person(s) being surveyed _____

Name of interviewer _____

Date _____

THE ADULT LITERACY EVALUATION AND RESEARCH TEAM (*ALERT*)
PROGRAM SURVEY QUESTIONNAIRE FOR TUTORS

PART I - GENERAL

1. Which of the following best describes how long you have been with this program? (check all that apply)

   A. 6 months or less _____ C. 1 - 2 years _____

   B. 6 months - 1 year _____ D. 2 - 4 years _____

2. To what extent do you feel that you have been effective as a tutor?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

3. What types of materials or equipment do you utilize in your classrooms? Check all that apply.

   A. _____ GED D. _____ job training

   B. _____ ABE E. _____ computers

   C. _____ student attained F. _____ secondary

   G. _____ other (explain)

   _____

4. To what extent does funding play in limiting your use of these proper materials?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

5. To what extent are learning experiences provided that specifically address student goals?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

6. How long does it take the average student to reach his/her goals?

   A. 6 months or less _____ C. 1 - 2 years _____

   B. 6 months - 1 year _____ D. 2 - 4 years _____

7. How many sessions do you teach weekly?

A. 1 - 2 _____ C. 3 - 5 _____

B. 2 - 3 _____ D. 6 or more _____

8. How long are your sessions?

A. 30 minutes or less _____ C. 45 minutes - 1 hour _____

B. 30 - 45 minutes _____ D. 1 - 2 hours _____

D. More than 2 hours _____

9. How often do you assign homework?

A. very seldom _____ C. most of the time _____

B. sometimes _____ D. always _____

E. never _____

10. Does the program director provide you with all the materials that you need?

A. yes _____ C. mostly _____

B. no _____ D. sometimes _____

E. other (explain)

_____

_____

11. I allow myself to be very flexible in my teaching styles

A. always _____ C. sometimes _____

B. not at all _____ D. most of the time _____

E. other _____

12. I try to present my classroom assignments based on "learner-friendly" approach

A. always _____ C. sometimes _____

B. not at all _____ D. most of the time _____

E. other _____

13. How do you think most of your students will describe your class assignments?

A. too easy _____ C. challenging _____

B. easy _____ D. hard _____

E. extremely difficult _____

14. Most of my students will say that my expectations are fair.

A. strongly agree _____ C. uncertain _____

B. agree _____ D. disagree _____

E. strongly disagree _____

15. Most of my students would say that I respect them as adults.

A. strongly agree _____ C. uncertain _____

B. agree _____ D. disagree _____

E. strongly disagree _____

16. To what extent are your needs as a tutor being provided?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

17. Given your experience so far, how would you rate this program?

A. excellent _____ C. fair _____

B. good _____ D. poor _____

E. no comment _____

Note: The following questions require open-ended responses.

18. What do you feel are the chief reasons why students stay/leave this your program?

19. Please describe the most rewarding experience you have had as a tutor in this program.

20. What would you like to see happen to improve this program?

21. If I were in your classroom on a normal day, what would I see happening in terms of class participation, structure and curriculum?

22. How do you keeps students motivated?

23. Describe how what you teach can be relevant to your students' lives.

24. **What is unique about your classroom?**

25. **Do you feel that training and staff development opportunities are being made available to you?**

PART II - RETENTION

1. Do you provide a placement test to your students?

   A. yes _____ C. it is not necessary _____

   B. no _____ D. sometimes _____

2. How much, if any, do the students' needs play in the selection of your curriculum development?

   A. none _____ C. considerable _____

   B. very little _____ D. most of it _____

   E. all _____

3. In your program, is class participation and attendance recorded and maintained?

   A. always _____ C. only sometimes _____

   B. most of the time _____ D. only if I ask _____

   E. never _____

4. To what extent are the materials that you use an important resource?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

5. How often do you plan classwork or activities in advance?

   A. very seldom _____ C. most of the time _____

   B. sometimes _____ D. always _____

   E. never _____

6. Do you explain to your students why you choose a particular plan of work for them?

   A. very seldom _____ C. most of the time _____

   B. sometimes _____ D. always _____

   E. never _____

7. Do you feel that you relate well with your students?

   A. yes _____ C. sometimes _____

   B. no _____ D. most of the time _____

8. Do you review test results with your students?

   A. always _____

   B. sometimes _____

   C. never _____

9. Do you feel that student expectations are being met in your program?

   A. yes _____ C. sometimes _____

   B. no _____ D. most of the time _____

10. Please identify any of the following features that you are responsible for as a tutor in this program.

A. publicity	_____	E. student assessment	_____
B. recruitment	_____	F. program evaluations	_____
C. selecting materials	_____	G. counseling	_____
D. orientation of students	_____	H. attendance recording	_____
		I. program recordkeeping	_____

11. Related to the following factors, do you feel that your facilities are adequate in these areas? Check all that apply.

A. size	yes _____	no _____
B. lighting	yes _____	no _____
C. ventilation	yes _____	no _____
D. safety	yes _____	no _____
E. security	yes _____	no _____
F. supplies/equipment	yes _____	no _____
G. access to restrooms	yes _____	no _____
H. teachers' lounge	yes _____	no _____
I. program recordkeeping	yes _____	no _____

PART III - OUTCOMES

1. To what extent are the personal goals of your students explored and recorded?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

2. When students become absent on a regular basis, which of the following steps do you take? (check all that apply)

   A. call his/her home _____

   B. call his job _____

   C. kick him/her out _____

   D. contact family or friends _____

   E. explore possible reasons _____

   F. send them warning letters _____

   G. present positive outcomes _____

3. To what extent do you see students' interaction with each other helpful in their achieving their goals?

   A. to a great extent _____ C. somewhat limited _____

   B. to a good extent _____ D. very little _____

4. How often do you complete thorough coverage of planned topics?

   A. always _____ C. most of the time _____

   B. sometimes _____ D. never _____

5. How effective is the learning system that you offer in your program?

   A. very effective _____ C. somewhat effective _____

   B. effective _____ D. very little _____

   E. not at all _____

6. To what extent do you sense that your students feel that what you teach is helping them to achieve their goals?

   A. to a great extent _____ C. somewhat limited _____

   B. a good extent _____ D. very little _____

7. Do you use a formal or informal system for assessing student progress?

   A. formal _____

   B. informal _____

   C. none _____

8. All things considered, I find this program extremely beneficial to my students.

   A. strongly agree _____ C. disagree _____

   B. agree _____ D. strongly disagree _____

9. Which of the following are most likely barriers for your students not achieving their goals? (check all that apply)

   A. Child care needs _____ E. times classes are offered _____

   B. transportation _____ F. spouse conflicts _____

   C. substance abuse _____ G. cost of classes _____

   D. class location _____ H. fear of failure _____

   I. student/teacher conflicts _____

10. To what extent do you utilize follow-up procedures?

    A. to a great extent _____ C. somewhat limited _____

    B. a good extent _____ D. very little _____

11. Which of the following student outcomes does your program explore?

    A. pre employment/post employment status _____

    B. continuation of education status _____

    C. self-confidence/self-esteem improvements _____

    D. reasons for credential attainment _____

    E. goal attainment _____

    F. opinions of your program _____

    G. post-test/achievements _____

    H. Other, explain

    _____

THE ADULT LITERACY EVALUATION

and

RESEARCH TEAM (*ALERT*)

PROGRAM SURVEY QUESTIONNAIRE

Name of agency _____

Site name _____

Address of site _____

Agency's phone # _____

Name of person(s) being surveyed _____

Name of Interviewer _____

Date _____

THE ADULT LITERACY EVALUATION AND RESEARCH TEAM (*ALERT*) PROGRAM SURVEY QUESTIONNAIRE FOR STUDENTS

PART I - GENERAL

1. Which of the following best describes how long you have been with this program? (check all that apply)

   A. 6 months or less _____ C. 1 - 2 years _____

   B. 6 months - 1 year _____ D. 2 - 4 years _____

2. How did you find out about this program?

   A. word of mouth _____ C. radio or television _____

   B. poster or flyer _____ D. referral _____

   E. other (please comment) _____

---

3. Which of the following reasons best describe why you enrolled in this program?

   A. drivers license _____

   B. law and/or government requirements _____

   C. community resource _____

   D. health and safety _____

   E. employment opportunity _____

   F. educational advancement _____

   G. interpersonal relationship _____

   H. self-fulfillment _____

   I. other _____ (explain)

---

4. Were you given a placement test?

   A. yes _____ C. don't know _____

   B. no _____

5. Did someone review the results of the placement tests with you?

   A. yes _____ B. no _____

6. Did you have any particular goals that you wanted to achieve in this program?

   A. yes _____ C. not sure _____

   B. no _____

7. To what extent do you think this program will help you in achieving those goals?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

8. Does your instructor explain assignments clearly to you?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

9. How often are you assigned homework?

   A. very seldom _____ C. most of the time _____

   B. sometimes _____ D. always _____

   E. never _____

10. To what extent do you feel that the supplies or materials that you work with will help you achieve your goals?

    A. to a great extent _____ C. to a moderate extent _____

    B. to a good extent _____ D. not at all _____

11. What is the condition of your equipment, supplies or materials?

    A. excellent _____ C. fair _____

    B. good _____ D. poor _____

    E. very poor _____

12. Does your teacher respect you as an adult learner?

A. yes _____ B. no _____

C. sometimes _____

13. How good is your relationship with your teacher?

A. very good _____ C. fair _____

B. good _____ D. poor _____

E. very poor _____

14. To what extent does this program allow you to interact with other students?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

15. To what extent is special equipment (for example, computers) made available to you in this program?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

16. To what extent do you feel that your teacher understands your goals?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

17. To what extent were your suggestions about what you would like to learn considered?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

18. To what extent do you feel good about the progress you are making in this program?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

19. To what extent does this program offer additional services (for example, babysitting, counseling and transportation) to assure that you can meet your goals?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

20. To what extent does your instructor demonstrate enthusiasm in presenting course material?

A. to a great extent _____ C. to a moderate extent _____

B. to a good extent _____ D. not at all _____

Note: The following questions require open-ended responses.

21. Explain why you decided to continue your education?

22. How did you decide on this program?

23. What about this program do you find most useful for you to achieve your goals?

PART II - RETENTION

1. How do you rate the level of work assigned in this program?

   A. too hard _____ D. easy _____

   B. challenging _____ E. too easy _____

   C. just right _____ F. don't know _____

2. To what extent has the program considered your best learning style or preference?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

3. How often does your tutor go over your test results with you?

   A. always _____ C. only sometimes _____

   B. most of the time _____ D. only if I ask _____

   E. never _____

4. To what extent do you relate well with your teacher?

   A. to a great extent _____ C. to a moderate extent _____

   B. to a good extent _____ D. not at all _____

5. To what extent would you say that your expectations are being met?

   A. to a great extent _____ C. somewhat limited _____

   B. good extent _____ D. poor extent _____

6. Is class attendance taken on a regular basis?

   A. yes _____ C. not sure _____

   B. no _____

7. To what extent does your tutor encourage regular attendance?

   A. to a great extent _____ C. somewhat limited _____

   B. good extent _____ D. poor extent _____

8. Which of the following barriers play a major role in your attendance?

A. child care _____ F. cost of class _____

B. transportation _____ G. fear of failure _____

C. class location _____ H. spouse conflicts _____

D. time of class _____ I. procrastination _____

E. sickness _____ J. bad weather _____

9. To what extent do the barriers that you selected affect your attendance?

A. to a great extent _____ C. somewhat limited _____

B. good extent _____ D. poor extent _____

10. Outside of the classroom, do you have time to work on your assignments?

A. yes _____ C. only sometimes _____

B. no _____

11. To what extent are you satisfied that you are achieving your goals?

A. to a great extent _____ C. somewhat limited _____

B. a good extent _____ D. very little _____

12. How do you feel about the pace of this program?

A. too slow _____ C. just right _____

B. too fast _____ D. no comment _____

PART III - OUTCOMES

1. Do you feel satisfied that you have learned more about yourself since you have joined this program?

   A. yes, a great deal _____ C. not at all _____

   B. maybe, a considerable amount _____ D. I'm not sure _____

2. As a result of this program, to what extent do you have a greater appreciation for education?

   A. to a great extent _____ C. somewhat limited _____

   B. a good extent _____ D. very little _____

3. How much, if any, have your work performance at home, at work, or at some other organization improved since you entered this program?

   A. to a great extent _____ C. somewhat limited _____

   B. a good extent _____ D. very little _____

4. To what extent do you feel better about yourself since starting this program?

   A. to a great extent _____ C. somewhat limited _____

   B. a good extent _____ D. very little _____

5. Would you recommend this program to others?

   A. yes _____

   B. no _____ C. it depends (explain _____

   _____

6. How would you rate this program?

   A. excellent _____ C. fair _____

   B. good _____ D. poor _____

   E. very poor _____

7. Which of these support services does your program offer?

   A. employment opportunities _____

   B. job promotion _____

   C. family relationships _____

   D. community relationships _____

   E. educational opportunities _____

   F. GED attainment _____

8. To what extent do you feel that your involvement has played a role in the areas you choose?

   A. to a great extent _____

   B. a good extent _____

   C. somewhat limited _____

   D. very little _____

   E. not at all _____

Note: The following questions require open-ended statements.

9. Explain to what extent you hope that your involvement in this program will affect your life.

10. Briefly describe how you intend to help others using what you have gained from this program.

11. Have you experienced any positive outcomes so far? If so, explain.

12. What is unique about this program?

13. What do you consider the strengths of the program?

14. What are weaknesses?

15. Do you have any other comments?

ALERT QUESTIONNAIRE

PHASE II

A. ADULT LITERACY PROGRAM—TUTOR SURVEY
B. ADULT LITERACY PROGRAM—STUDENT SURVEY
(These were not adopted for the study)

TUTOR SURVEY
ADULT LITERACY PROGRAM
EVALUATION QUESTIONNAIRE

Name of agency _____

Site name _____

Address of site _____

Agency's phone # _____

Name of person(s) being surveyed _____

Name of Interviewer _____

Date _____

Please check only one response in all the responses below unless stated otherwise.

1. Please check one that best describes your position at the center.

   a. ___ Volunteer tutor

   b. ___ Paid tutor

2. Please check one response that best describes your status as a tutor.

   a. ___ Retired certified teacher

   b. ___ Working certified teacher

   c. ___ Trained at the literacy center

   d. ___ Other (please specify) _____

3. How long have you been associated with this program?

   a. ___ Less than 6 months

   b. ___ 6 - 12 months

   c. ___ 12 - 18 months

   d. ___ 18 - 24 months

   e. ___ More than 2 years

4. In your opinion which one of the following is the most effective source of information about the center.

   a. ___ Word of mouth

   b. ___ Poster or flyer

   c. ___ Radio or television

   d. ___ Referral

   e. ___ Other (please specify) _____

5. In your opinion one major reason or goal for students enrollment to the program is:

   a. ___ Driver's license

   b. ___ Independent normal life

   c. ___ Employment opportunity

   d. ___ Law/Govt. - requirement

   e. ___ Other (Pl. specify) _____

6. To what extent does the management of this program provide you with instructional material that is used by you.

   a. ___ Every thing

   b. ___ Textbooks & other reading material

   c. ___ Textbooks & stationary

   d. ___ Textbooks only

   e. ___ Nothing

7. On an average a student is absent from a session for:

   a. ___ Less than 2 times in a month

   b. ___ 2 - 3 time in a month

   c. ___ 4 - 5 times in a month

   d. ___ 5 - 6 times in a month

   e. ___ More than 7 times in a month

8. In your opinion to what extent one student's interaction with other student within the program is beneficial ?

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

9. To what extent do you think an instructor can play a role in achieving student's goal.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

10. In your opinion to what extent the program provides counseling and guidance to students.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

11. Please indicate to what extent your students do their home assignments on a regular basis.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

12. In your opinion how do the students perceive the difficulty level of work assignments.

   a. ___ Too hard

   b. ___ Challenging

   c. ___ Just right

   d. ___ Easy to work on

   e. ___ Don't know

13. To what extent do you think are the student expectations met in the achievement of their goal.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

14. Please indicate how the students perceive the pace of the program they are in.

a. ___ Too fast

b. ___ Fast

c. ___ Just right

d. ___ Slow

e. ___ Too slow

15. Please indicate in your opinion one major barrier that plays a role in student absenteeism from class sessions.

a. ___ Baby sitter problem

b. ___ Transportation

c. ___ Self/Family health

d. ___ Fear of failure

f. ___ Other (please specify)_____

16. Please indicate to what extent are the learning experiences provided, specifically address student goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

17. Considering all the facilities provided, to what extent can a student benefit from the program?

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

18. Please indicate how your students will rate the program they are in.

a. ___ Excellent

b. ___ Very Good

c. ___ Good

d. ___ Average

e. ___ Not bad

19. Will your students recommend the program to others?

a. ___ Yes - without any reservations

b. ___ Yes - with some reservations

c. ___ No

d. ___ It depends (please explain) _____

20. Please give your candid suggestions to the administrator for the improvement of Adult Literacy Program.

STUDENT SURVEY
ADULT LITERACY PROGRAM
EVALUATION QUESTIONNAIRE

Please check only one response in all the responses below unless stated otherwise.

1. **Please indicate the kind of program you are currently enrolled in.**

   _____

2. **Please indicate the purpose of your enrollment in this program.**

   _____

3. **Please check one of the options below to indicate how long have you been in the Adult Literacy Program?**

   a. ___ **Less than 6 months**

   b. ___ **6 - 12 months**

   c. ___ **12 - 18 months**

   d. ___ **18 - 24 months**

   e. ___ **More than 2 years**

4. **Please check One major source that gave you information about the Adult Literacy Program?**

   a. ___ **Word of mouth**

   b. ___ **Poster or flyer**

   c. ___ **Radio or television**

   d. ___ **Referral**

   e. ___ **Other (please specify)** _____

5. **Please indicate one major reason or goal for your enrollment to the Adult Literacy Program.**

   a. ___ **Driver's license**

   b. ___ **Independent normal life**

   c. ___ **Employment opportunity**

   d. ___ **Law/Government. - requirement**

   e. ___ **Other (Pl. specify)** _____

6. Please indicate to what extent does this program provides you with instructional material that is used by you.

   a. ___ Everything

   b. ___ Textbooks & other reading material

   c. ___ Textbooks & stationary

   d. ___ Textbooks only

   e. ___ Nothing

7. Please indicate the number of times you were absent from a session.

   a. ___ Less than 2 times in a month

   b. ___ 2 - 3 time in a month

   c. ___ 4 - 5 times in a month

   d. ___ 5 - 6 times in a month

   e. ___ More than 7 times in a month

8. To what extent do you get a chance to interact with other students from the Adult Literacy Program?

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

9. Please indicate to what extent your instructor's effort play a role in achieving your goal.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ Somewhat

   e. ___ Not at all

10. Please indicate to what extent the program provides you counseling and guidance.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

11. Please indicate to what extent you have time to work on your assignments at home.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

12. Please indicate the level of work assignments in this program.

a. ___ Too hard

b. ___ Challenging

c. ___ Just right

d. ___ Easy to work on

e. ___ Don't know

13. Please indicate the extent to which your expectations are being met in achieving your goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

14. Please rate the pace of the program you are in.

a. ___ Too fast

b. ___ Fast

c. ___ Just right

d. ___ Slow

e. ___ Too slow

15. Please indicate one major barrier that plays a role in your class attendance.

a. ___ Baby sitter problem

b. ___ Transpiration

c. ___ Self/Family health

d. ___ Fear of failure

f. ___ Other (please specify)_____

16. Please indicate to what extent do you think this program will help you in achieving your goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

17. Please indicate to what extent your performance at home, at work or at some other place improved since you entered this program.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ Somewhat

e. ___ Not at all

18. Please rate the program you are in.

a. ___ Excellent

b. ___ V. Good

c. ___ Good

d. ___ Average

e. ___ Not bad

19. Please indicate if you would recommend the program to others?

a. ___ Yes - without any reservations

b. ___ Yes - with some reservations

c. ___ No

d. ___ It depends (please explain)

20. Please give your candid suggestions to the administrator for the improvement of Adult Literacy Program.

ALERT QUESTIONNAIRE

PHASE III

(These were adopted for the evaluation study and are the results of pretesting of instruments designed under Phases I and II)

SELF-EVALUATION PROGRAM
TUTOR SURVEY QUESTIONNAIRE

Please check only one response in all the responses below unless stated otherwise.

3. **Please indicate the length of time you have been in this program.**

   a. ___ Less than 6 months

   b. ___ 6-12 months

   c. ___ 12-18 months

   d. ___ 18-24 months

   e. ___ More than 2 years

4. **Please indicate which of the following is the most effective source of information for knowledge about the center.**

   a. ___ Word of mouth

   b. ___ Poster or flyer

   c. ___ Radio or television

   d. ___ Referral

   e. ___ Other (specify) _____

5. **Please indicate one major reason for student enrolling in the program.**

   a. ___ Driver's license

   b. ___ Independent normal life

   c. ___ Employment opportunity

   d. ___ Law/government requirement

   e. ___ Other (specify) _____

6. Please indicate to what extent this program provides you with instructional material.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Other (specify) _____

7. Please indicate the average number of times that a student is absent from a session.

   a. ___Less than 2 times a month

   b. ___2-3 times a month

   c. ___4-5 times a month

   d. ___6-7 times a month

   e. ___More than 7 times a month

8. Please indicate to what extent a student's interaction with other students is beneficial.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Not at all

9. Please indicate to what extent your effort as an instructor plays a role in achieving students' goal.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Not at all

10. Please indicate to what extent the program provides counseling and guidance to students.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

11. Please indicate to what extent your students do their home assignments on a regular basis.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

12. Please indicate how the students perceive the level of work assignments from you.

a. ___Too hard

b. ___Challenging

c. ___Just right

d. ___Easy

e. ___Don't know

13. Please indicate the extent to which student expectations are being met in the achievement of their goal.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

14. Please indicate how the students perceive the pace of the program they are in.

a. ___Too fast

b. ___Fast

c. ___Just right

d. ___Slow

e. ___Too slow

15. Please indicate in your opinion <u>one</u> major barrier that plays a role in student absenteeism from class sessions.

a. ___Baby-sitter problem

b. ___Transportation

c. ___Self/family health

d. ___Fear of failure

e. ___Other (specify)_____

16. Please indicate to what extent the learning experiences provided specifically address student goals.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

17. Please indicate to what extent the program is beneficial to the students in the program.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

18. Please indicate how you think your students will rate the program they are in.

a. ___Excellent

b. ___Very good

c. ___Good

d. ___Average

e. ___Not bad

19. Please indicate if students recommend the program to others.

a. ___Yes, without reservation

b. ___Yes, with some reservations

c. ___No

d. ___It depends (explain)_____

20. Please make comments if you have any.

SELF-EVALUATION PROGRAM
STUDENT SURVEY QUESTIONNAIRE

1. Please indicate the kind of program you are currently enrolled in.

   _____

2. Please indicate the purpose of your enrollment in this program.

   _____

   _____

Please check only one response in all the responses below unless stated otherwise.

3. a. ___Less than 6 months

   b. ___6-12 months

   c. ___12-18 months

   d. ___18-24 months

   e. ___More than 2 years

4. Please check all sources that gave you information about this program.

   a. ___Word of mouth

   b. ___Poster or flyer

   c. ___Radio or television

   d. ___Referral

   e. ___Other (please specify)_____

5. Please indicate one major reason or goal for your enrollment in this program.

   a. ___Driver's license

   b. ___Independent normal life

   c. ___Employment opportunity

   d. ___Law/government requirement

   e. ___Other (please specify)_____

6. Please indicate to what extent this program provides you with instructional material.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Not at all

7. Please indicate the number of times you were absent from the program.

   a. ___Less than 2 times a month

   b. ___2-3 times a month

   c. ___4-5 times a month

   d. ___6-7 times a month

   e. ___More than 7 times a month

8. Please indicate to what extent the program allows you to interact with other students.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Not at all

9. Please indicate to what extent your instructor's efforts play a role in achieving your goal.

   a. ___To a great extent

   b. ___To a good extent

   c. ___To a moderate extent

   d. ___To a little extent

   e. ___Not at all

10. Please indicate to what extent the program provides you counseling and guidance.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

11. Please indicate to what extent you have time to work on your assignment at home.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

12. Please indicate the level of work assignments in this program.

a. ___Too hard

b. ___Challenging

c. ___Just right

d. ___Easy

e. ___Don't know

13. Please indicate the extent to which your expectations are being met in achieving your goals.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

14. Please rate the pace of the program you are in.

a. ___Too fast

b. ___Fast

c. ___Just right

d. ___Slow

e. ___Too slow

15. Please indicate <u>one</u> major barrier that plays a role in your class attendance.

a. ___Baby-sitter problem

b. ___Transportation

c. ___Self/family health

d. ___Fear of failure

e. ___Other (please specify)_____

16. Please indicate to what extent you think this program will help you in achieving your goals.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

17. Please indicate to what extent your performance at home, at work or at some other place improved since you entered the program.

a. ___To a great extent

b. ___To a good extent

c. ___To a moderate extent

d. ___To a little extent

e. ___Not at all

18. Please rate the program you are in.

    a. ___Excellent

    b. ___Very good

    c. ___Good

    d. ___Average

    e. ___Not bad

19. Would you recommend this program to others.

    a. ___Yes, without reservations

    b. ___Yes, with some reservations

    c. ___No

    d. ___It depends (please explain)_____

20. Please make comments if you have any.

APPENDIX C

MODEL INDICATORS

MODEL INDICATORS OF PROGRAM QUALITY FOR ADULT EDUCATION PROGRAMS

TOPIC		INDICATOR
Educational Gains	#1	Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.
	#2	Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.
Program Planning	#3	Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends and is implemented to the fullest extent.
Curriculum and Instruction	#4	Program has curriculum and instruction geared to individual student learning styles and levels of student needs.
Staff Development	#5	Program has an ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.
Support Services	#6	Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.
Recruitment	#7	Program successfully recruits the population in the community identified in the Adult Education Act as needing literacy services.
Retention	#8	Students remain in the program long enough to meet their educational needs.

APPENDIX D

DLC POLICY STATEMENT AND DLC OVERVIEW

DETROIT LITERACY COALITION

POLICY STATEMENT

The Detroit Literacy Coalition was created in 1985 to strengthen and enhance the awareness and commitment to literacy in the City of Detroit. With the partnership of business, labor, educational, public and private agencies, and the community-at-large, the Detroit Literacy Coalition aims to establish a unified, comprehensive and coordinated plan to address the illiteracy problem of Detroit.

OVERVIEW

"The mission of the Detroit Literacy Coalition is to enrich the lives of individuals and families by helping them achieve their full potential through literacy by supporting, promoting and ensuring the availability and accessibility of literacy services, thus contributing to a workforce that will ensure a strong economy and a promising future for the City of Detroit."

APPENDIX E

DLC BOARD OF DIRECTORS

DETROIT LITERACY COALITION

DIRECTOR
DR. DAPHNE WILLIAMS NTIRI
Wayne State University

SECRETARY
JEAN McCRARY
Wayne State University

BOARD OF DIRECTORS

CHERYL ALLEN-WILLIAMS
Michigan Consolidated Gas Company

JOHN AUTREY
Detroit Police Department

VERNITA BEVERLY
WTVS-Channel 56

THOMAS E. COOK
MEA/NEA Great Cities Program (Retired)

EVELYN CRANE
Detroit Public Schools (Retired)

GLORIA EDMONDS
AKA Reading Experience Program

DEBORAH FLOWERS
Neighborhood Services

ROBERT GARIN
Detroit Public Library

WINSTON LANG
City of Detroit (Retired)

ANNA MERRITT
Literacy Volunteers of America-Detroit

GLORIA GRADY MILLS
Michigan State Department of Education

DR. VERONA MORTON
Highland Park Community College

MARY LOU PARKS
UAW/CAP

MARY ANN REILLY
United Way

SR. MARIE SCHOENLEIN
Dominican Literacy Project

FRANCIS SIVAK
Detroit Public Schools

RON WALLACE
Barden Communications

ROSE WILLIAMS
Detroit Public Schools

ROY LEVY WILLIAMS
Chrysler Corporation

APPENDIX F

DLC MISSION PROFILE

Detroit Literacy Coalition

Mission Profile

Statement of Purpose

The purpose of the Detroit Literacy Coalition (DLC) is to promote for the total eradication of illiteracy in our community and to advance the cause of reading and writing both for work and pleasure. The DLC is committed to improving the quality of life of every Michigan citizen and resident by ensuring that increased access to basic education is available to those deprived or those who for some reason or other missed out on early educational opportunities. Its central tenet is that total literacy is fundamental to the well-being of Detroit society.

- For the DLC, the ongoing re-evaluation of our values and perspectives of the world in which we live demonstrates the need to equip Detroiters with more than the basic literacy skills to prepare for an increasingly technologically advanced world that requires sophisticated levels of knowledge for the workplace. Functional illiterates or "prisoners of silence," according to John Kozol, live on the edge of society. The DLC recognizes that the responsibility to provide for the marginalized sectors who are constantly deprived rests on our volunteers, tutors and all who can help.

- The DLC recognizes that there is a "New Order" in the Detroit workplace. Whereas with the old order functional illiterates could hide behind their ignorance, in the new order the introduction of computers and the constantly changing standards and regulations for industrial workers make it necessary for greater achievement in education of our employees.

- The DLC as a pivotal force in literacy advocacy in Detroit will gain consistent, ongoing financial support that will be distributed to member literacy providers.

- The DLC is aware of the nontraditional family structure that exists today. Family and intergenerational literacy area a part of the plan of the DLC. The emphasis on the family, including parenting skills, is incorporated in the planning and execution of literacy programs around the city.

- The DLC will be the communications and information clearinghouse for literacy material.

- The DLC articulates two strong words, "trust" and "love" that are lacking in the lives of many. Associated DLC providers are encouraged to offer programs that are situated in warm and friendly environments to help learners feel more comfortable.

- The DLC maintains the interest in filling in the gaps in the existing literature to form a sound conceptual base for literacy research and advancement in Michigan and the nation.

- The DLC's mission is primarily to serve the City of Detroit in generating city-wide awareness and coordinating adult literacy resources and services. The DLC has taken the leadership in meeting the needs of at-risk Detroiters through the collaborative efforts of its members. As part of its mission to expand services and foster a healthy alliance with the associated literacy providers (Detroit Public Schools, Detroit Public Libraries, churches, prisons, fraternities and clubs, community groups) it promotes public/private sector partnerships; it fosters greater corporate awareness of adult functional illiteracy; it works toward increasing business involvement in literacy activities; it encourages volunteerism; it provides technical and networking assistance; it promotes adult literacy services through local and national media and through contacts with state agencies; and it stages highly visible activities such as the Literacy Summit and the Walkathon to boost the image of the organization and make it a household word.

In short, the DLC has set the goal of alleviating illiteracy, that is, reducing the number of functional illiterates from 200,000 to less than 50% over the next few years in the metro Detroit area. This is particularly desirable for drop-out youth, special populations, and ethnic enclaves where illiteracy seems to predominate. Ultimately, our goal is to make the DLC an exemplary model that can be replicated elsewhere.

APPENDIX G

SERVICES AND PRIMARY GOALS

Services	Primary Goals
Special Events	To organize and present special events such as the Literacy Summit and the Walkathon that increase awareness in the community about the scourge of illiteracy.
Publications	To produce and circulate publications such as newsletters, directories and other information documents (legislative, administrative, curricular) that will keep literacy providers and the public informed and knowledgeable.
Research	To generate data bases and disseminate results of studies about literacy and education in general for metro Detroit, paying close attention to issues that will help alleviate the literacy dilemma.
Community Services	To offer to neighborhood groups and literacy providers skills and technical assistance such as program development and management, tutor training, grant writing, board development, curriculum development, data collection, etc.
Grantwriting and Fundraising	To identify and obtain funds from a variety of sources that can make the DLC the central grant redistributing agency to promote literacy in the city.
Leadership Development	To be in a position to demonstrate leadership and to organize workshops, colloquia and symposia designed to promote leadership among literacy providers.
Organizational Development	To assist with organizational development of new and smaller groups that wish to join the literacy bandwagon. Such services often include: participant development, board development, curriculum development, marketing and grantwriting, promotion, and information sharing.
Information Sharing	To serve as the information clearinghouse for literacy materials.
Public Policy Strategies	To increase public awareness of the problem of illiteracy with full endorsement by the City of Detroit and the Common Council.
Dialoguing	To promote exchanges, among Michigan's literacy providers such as the voluntary literacy councils, adult basic education programs, state library systems, etc.

APPENDIX H

PROFILE OF LITERACY PROVIDERS CONTACTED

PROFILE OF LITERACY PROVIDERS CONTACTED

DETROIT PUBLIC LIBRARY

Family literacy centers are located at four Detroit Public Libraries. The centers offer information on family needs, general reading, homework and study. There are adult beginning reading books, Detroit Public School textbooks, GED books, and GED videotapes. Computer instruction is available in reading, math and English, and tutors are available to assist tutees. In addition, all branch libraries have special collections of adult reading development, career and employment information and materials on drug abuse and parenting. Each branch also offers TIP service for information and referral as well as ABE and GED classes and space for literacy and tutorial sessions. Family literacy centers are pilot projects that help people pool their resources.

DETROIT PUBLIC SCHOOL/ADULT BASIC EDUCATION

Literacy Project: Harris School

The Literacy Project operates under the Community Adult Literacy Program sponsored by Detroit Public Schools Adult Literacy Department. This program is but one of the many adult education and literacy programs offered by the Detroit Board of Education. It is volunteer-oriented. It works with more than 300 volunteer tutors who serve more than 500 students in one-on-one or group learning sessions. There is no registration cost to students, and free one-on-one tutoring can be provided to any adult in need of basic reading skills.

These literacy volunteers are a wonderful group of citizens who recognize the need and are genuinely concerned about adults who need basic reading instruction. In addition, the program is learner-centered, and all tutors are trained. They must attend an orientation workshop where they become familiar with beginning reading methods, language experience, phonetic patterns, and sight-word methods. The tutors are then asked to volunteer at least two hours per week. Many of the classes are offered at local churches or civic organizations sites. Free material is provided for tutors and students. For those individuals 60 years of age and over who would like to volunteer as a tutor, free transportation is provided.

The programs have been ongoing for over five years and can boast of a number of success stories. They have provided an effective learning environment throughout the Detroit area and several of their students are now independent readers.

DOMINICAN ADULT LITERACY CENTER

The Dominican Literacy Center serves adults through the help of 150 volunteer tutors who collectively work 7,000 hours a year to help combat adult illiteracy in the Detroit Area. The Dominican Center became involved in the fight against illiteracy in 1986. It offers an effective learning environment that ensures concern and dignity for each learner. It is the Center's intent to prepare citizens to conquer personal problems and advance with more confidence in their adult lives.

The Dominican Literacy Center offers orientation sessions and 12-hour tutor-training workshops. The staff is available on a daily basis for consultation with its tutors, if there is a need. The Center serves 100+ participants ranging in age from 18 to 80, and representing many races, creeds and cultures. Students strive for goals and achieve them. The Center feels that literacy is a major factor in efforts to move people dependent on public assistance toward self-sufficiency. The Center offers an adult atmosphere and supportive environment. The Dominican Literacy Center is part of the Detroit Literacy Coalition and certified by the Laubach Learning Institute.

LITERACY VOLUNTEERS OF AMERICA - DETROIT

LVA - Detroit was founded in 1984. It is an affiliate of an international nonprofit organization. Its goal is to provide reading instruction on an individualized basis for anyone who is 16 years of age or older. LVA uses a learner-centered approach and whole language philosophy in its tutoring of reading and writing, both in one-to-one and small group instruction. The intent of its flexible approach to tutoring is to help individual learners in a manner appropriate to their learning styles and abilities. In addition to tutoring and other educational services, LVA works to encourage other organizations and individuals who are committed to a literate society.

LVA - Detroit assists any business or organization that has a minimum of 20 volunteers and wants to start an in-house literacy program. LVA - Detroit provides a referral service for its learners so that they are able to access resources that LVA - Detroit does not provide. LVA - Detroit also provides telephone tutoring for persons who are unable to leave their homes. LVA - Detroit trains, matches and supports tutors recruited by private businesses and organizations such as Metropolitan Methodist Church, Michigan Bell, AT&T, and Goodwill Industries of Greater Detroit. It also has an integrated project with Head Start where parents and children work together.

LVA - Detroit currently has 429 volunteer tutors working one-on-one with 473 adult learners in 26 branches. Each tutor is given 21 hours of training and then matched with an adult learner. Tutors make a commitment of 2 hours a week for one year. There is an orientation program that tutors must attend.

The ultimate aim of LVA - Detroit is to help people become independent readers, writers and speakers of English. It believes that the ability to read is critical to personal freedom and the main tenet of a democratic society. It realizes that as our culture becomes more complex and dependent on technology, literacy becomes ever more basic to survival and the achievement of one's potential.

APPENDIX I

TIMELINES for Project *ALERT*

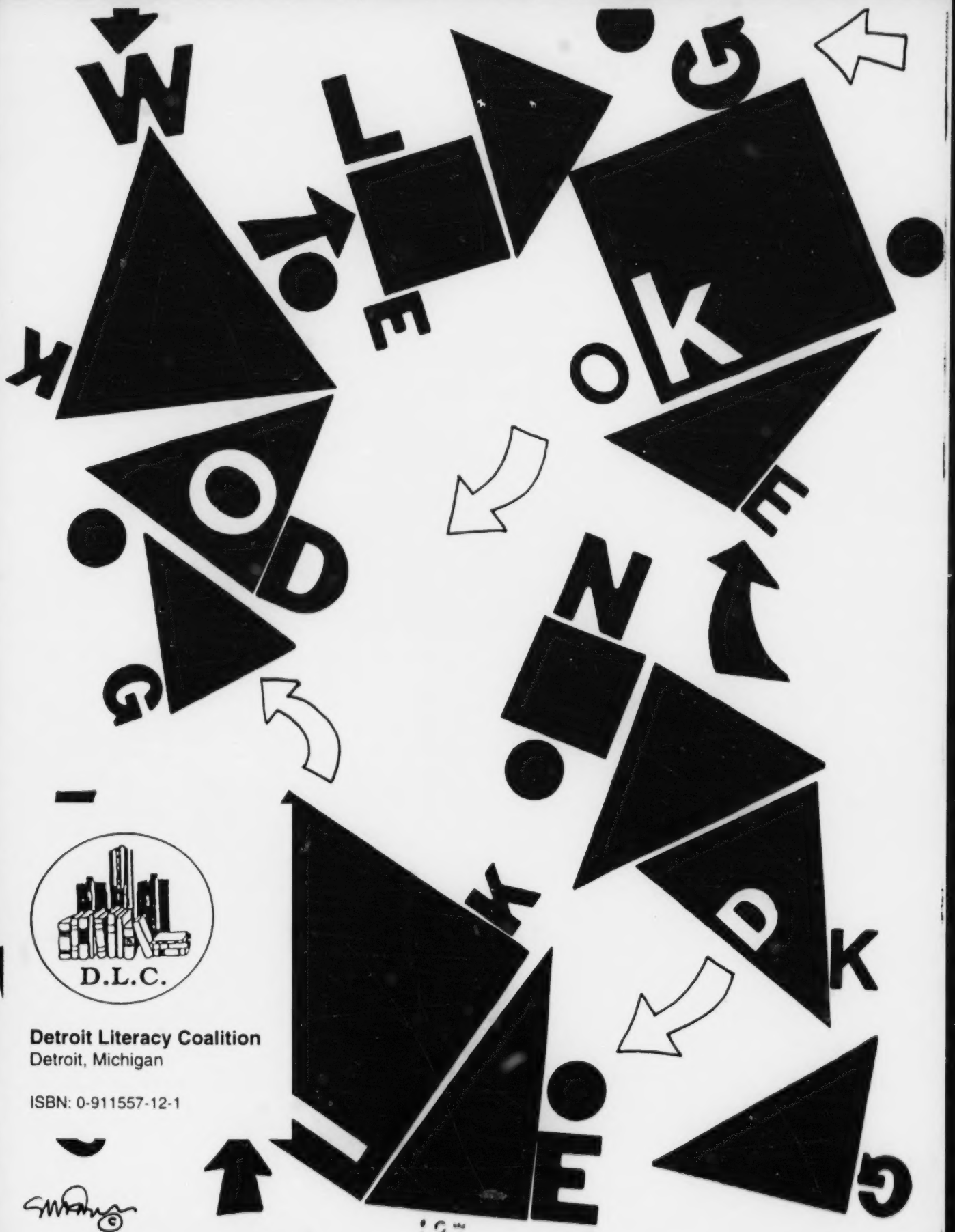
1993

February	13	Board Meeting, Detroit Literacy Coalition—Announcement of Evaluation grant from State Department of Education to the Board of Directors of the DLC
February/March		Search, interviews and recruitment of Research Associates for Project *ALERT*—Gregory Robinson and Susan West
March	5	Planning Meeting with Gloria G. Mills, MI State Department of Education
		ALERT Team Meetings (2)
April	3	*ALERT* Meetings—Preliminary Review of Literature on existing evaluation models; function of the survey; critical elements of survey instrument outlined
		Recruitment of Research Associate for *ALERT*, Elnora Mitchell
April	15-30	Team Leader, Robinson submits initial Literature Review and survey instruments
May	1-15	Contact with Director, Literacy Volunteers of America, Anna Merritt; Coordinator of Dominican Literacy Project, Sister Marie Schoenlein; Detroit Public Library, Outreach Director, Francis Buckley; Highland Park Community College, LITERACY NOW Director, Dr. Verona Morton
May/June		Construction of student and tutor questionnaires
		Loss of *ALERT* Team members - Susan West and Elnora Mitchell
July		Phase I—Pilot testing the questionnaires and data collection on selected samples
August/September		Revision of the instrument
October		Phase II—Pretest of student, tutor and administrator questionnaires at LVA and Dominican Literacy
		Project *ALERT* reports on work-in-progress to DLC Board
November	1	*ALERT* Meeting - discussion of data collection and analysis
November	17	New revised instrument; Meeting with Frances Sivak, Detroit Public Schools/Adult Basic Education
November	19-25	Training of interested program coordinators about the instruments developed and their administration
		Phase III— Sample testing of revised questionnaire (student, tutor, administrator)

November	29	Phase 4 (Final Data Collection Phase)—Administration of new questionnaire at the DPS/ABE facility, Harris Adult Education Center
December	15	Collection of completed questionnaires (student, tutor, administrators) from Harris Adult Education Center

1994

January	7	Final collection of data and Data Analysis
January 10-February 15		Analysis and write-up
February	18	Discussion of data analysis report
February	23	Artwork for report cover contracted
February	23-28	Project *ALERT* Team Meting - Draft Final Report
March	1-10	Completion of Project *ALERT* final report
March	10-25	Final data processing and formatting of document
March	14	Board Meeting, Detroit Literacy Coalition on final report
March	27	Final Report on Project *ALERT* goes to State Dept. of Education
July	15	Completion of publication of report
September	1	Statewide dissemination of publication



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